

STUDENTS, FAMILIES & CAREGIVERS HANDBOOK

2024-2025 SCHOOL YEAR



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SUPERINTENDENT OF SCHOOL

Dr. Ligia Noriega-Murphy
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Nondiscrimination and Equal Opportunity

In compliance with federal and state law, it is the policy of the Malden Public Schools not to discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law. in its educational programs, activities or employment policies.

Every student will be given equal opportunity in school admission, admissions to courses, course content, support services, and extracurricular and athletic activities.

Inquiries regarding the compliance with these policies may be made directly to the principals of each school, the superintendent's office, or the US Department of Education, Office of Civil Rights, 617-289-0111, www.ed.gov/ocr.

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ABOUT OUR SUPERINTENDENT

Dr. Ligia Noriega-Murphy has been an educational leader with a strong standing career of turning schools and a district around, always keeping students at the center of her work.



Dr. Noriega-Murphy holds a Bachelor of Arts in Art History from the University of Massachusetts, Boston; two Master degrees (Education and Management) and a Certificate in Diversity from Cambridge College; a Certificate of Advanced Graduate Study from the University of Massachusetts, Boston, a Principalship Residency Network Certification from Northeastern University, and a Doctorate in Leadership in Education from the University of Salamanca, Salamanca, Spain. 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. 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-Murphy received the School and Headmaster of the Year Awards. In 2015 and 2016, Ligia 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. Noriega-Murphy is fluent in several languages and has traveled to more than 36 countries. On July 1, 2021, Dr. Noriega-Murphy started her role as Superintendent of the Malden Public Schools where she built strong relationships with students, caregivers and community members. She positioned the Malden Public Schools into pathways of current and future success.

LETTER FROM THE SUPERINTENDENT

Dear Students, Educators, Staff, Families & Caregivers:

Serving as the Superintendent of the Malden Public Schools has been an honor. We are very proud of all the work that we have done from Academic rigor, developing emotional supports, focus on literacy, numeracy, linguistics and cultural diversity as well as creating structures, processes and systems to support students, caregivers, and staff. The school district is posed with a solid foundation to continue with the striving for excellence in many years ahead.



For the third consecutive year, I am pleased to present the Malden Public Schools Handbook for the 2024-2025 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.

I am thankful to the Malden Public Schools community for your continued support to our students, caregivers, and staff.

I know that all school leaders, staff, and central office staff are going to make sure that every student achieves their full potential.

I wish you a fantastic 2024-2025 school year!

Sincerely,

Dr. Ligia Noriega-Murphy
Superintendent

PURPOSE OF THE HANDBOOK

To ensure all parents/caregivers /guardians and students are informed of and understand these policies, we require that all students and their parents/caregivers /guardians sign and return the Student and Parents/Caregiver Consent and Release Form located on the last page of this Handbook.

However, it should be understood that this Handbook is in no way intended as a contract, and the content of this Handbook may change from time to time as the need arises.

Our goal is to design and provide the most supportive and safe educational setting that will lead to the best possible outcomes for all students. With this in mind, it is our policy to recognize, preserve, and protect the individual rights of all students through the enforcement of policies, rules, and regulations outlined in this Handbook.

The Malden Code of Conduct includes:

- Rights and Responsibilities
- Approaches to Promote Safe and Supportive Schools
- Student Conduct
- Student Due Process Rights
- Discipline for Students with Disabilities



MISSION, VISION & CORE VALUES

Our Mission

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

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

ACADEMIC, SOCIAL & CIVIL 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.

GOALS & TARGETS

MPS ELA Three-Year Annual Academic Targets 2022-2025

i-Ready Reading Targets K-8

Academic Targets	2022 Baseline	2023 Target	2024 Target	2025 Target
District-Wide K-11 (K-8 FY22 onward)				
% at or above grade level - iReady benchmarks	32%	50%*	52%*	59%
District Wide 9-12 iReady				
% at or above grade level - iReady benchmarks	29%	40%*	52%*	59%
Kindergarten				
% at or above grade level - iReady benchmarks	20%	26%	32%	39%
Grade 1				
% at or above grade level - iReady benchmarks	18%	23%	29%	35%
Grade 2				
% at or above grade level - iReady benchmarks	28%	34%	41%	48%
Grade 3				
% at or above grade level - iReady benchmarks	41%	48%	55%	62%
Grade 4				
% at or above grade level - iReady benchmarks	31%	37%	44%	51%
Grade 5				
% at or above grade level - iReady benchmarks	35%	42%	49%	55%
Grade 6				
% at or above grade level - iReady benchmarks	30%	36%	43%	50%
Grade 7				
% at or above grade level - iReady benchmarks	36%	43%	49%	56%

Grade 8				
% at or above grade level - iReady benchmarks	35%	42%	48%	55%

IXL Reading Targets Grades 9-11

Academic Targets	2022 Baseline	2023 Target	2024 Target	2025 Target
District-Wide 9-11				
% at or above grade level - IXL benchmarks	23%	26%	30%	34%
Grade 9				
% at or above grade level - IXL benchmarks	27%	33%	39%	46%
Grade 10				
% at or above grade level - IXL benchmarks	26%	32%	38%	45%
Grade 11				
% at or above grade level - IXL benchmarks	15%	20%	26%	32%

MPS Math Three-Year Annual Academic Targets 2022-2025

IXL Math K-12

Academic Targets	2022 Baseline	2023 Target	2024 Target	2025 Target
District IXL Average				
% of Grades K-8 students at or above grade level on IXL	44%	52%*	54%*	56%*
% of Grades 9-12 students at or above grade level on IXL	8%	40%*	42%*	44%*
Math by the end of Kindergarten				
% of Kindergarten students meeting IXL benchmark	72%	79%	85%	91%
Math by the end of Grade 1				
% of 1st graders meeting IXL benchmark	73%	79%	85%	90%
Math by the end of Grade 2				
% of 2nd graders meeting IXL benchmark	62%	69%	76%	82%
Math by the end of Grade 3				

% at or above grade level - IXL benchmarks	45%	52%	59%	67%
Math by the end of Grade 4				
% at or above grade level - IXL benchmarks	37%	44%	51%	58%
Math by the end of Grade 5				
% at or above grade level - IXL benchmarks	31%	38%	45%	52%
Math by the end of Grade 6				
% at or above grade level - IXL benchmarks	16%	21%	27%	33%
Math by the end of Grade 7				
% at or above grade level - IXL benchmarks	39%	46%	53%	59%
Math by the end of Grade 8				
% at or above grade level - IXL benchmarks	20%	26%	32%	38%
Math by the end of Grade 9				
% at or above grade level - IXL benchmarks	9%	13%	18%	24%
Math by the end of Grade 10				
% at or above grade level - IXL benchmarks	7%	11%	15%	21%
Math by the end of Grade 11				
% at or above grade level - IXL benchmarks	10%	14%	20%	26%
Math by the end of Grade 12				
% at or above grade level - IXL benchmarks	5%	8%	12%	17%

Note: IXL Benchmark represents percentage of students at or above grade level according to their diagnostic assessment.

COMMUNICATION

School & Parents/Caregivers Communication

It is one of our priorities to establish respectful communication with all parents/caregivers

Back to School Night

Back to School Night is an important ritual marking the beginning of the new school year. On this night, teachers will use the opportunity to meet the parents/caregivers and their studentren and give them a preview of the classroom, their goals for the class and for your student. They'll share information about their teaching style and methodology, how they grade and the requirements for a good grade. This is a great opportunity for parents/caregivers to engage and begin lines of communication with teachers. Assuring contact information is exchanged and expectations are clearly understood is an essential part of this night.



Parent/Caregivers Report Card Conferences

Parent/caregivers conferences provide an opportunity for parents/caregivers to have one-to-one meetings with their student's teachers. During this time, parents/caregivers are able to discuss report cards, ask questions regarding their student's academic progress etc. There are two scheduled parent/caregivers visitations during the school year.

The dates and times of the parent/caregivers visitations will be determined by each school's administration..

BLACKBOARD CONNECT Messaging System

As part of our communication system with parents/caregivers, the Malden Public Schools uses the Blackboard Connect System. The Blackboard Connect system allows the Superintendent or Principals to send information that is time sensitive and relevant to the safety and education of students in our schools. You will be asked to provide the school with a current phone number and an alternate number. During the school year, you will receive school messages, for example, student absences, snow days, parent/caregivers nights, academic events, and reminders such as early release days. If your phone number changes, please let your student's school office know of the change in a timely manner.

ASPEN Training for Parents/Caregivers

ASPEN is our Student Information System (SIS). It is important for parents/caregivers to have access to their student's academic daily information. Therefore, we offer webinars on how to access and navigate in ASPEN. Please talk to the school's guidance counselors for more information.

Information Changes

Please contact the schools' administrative assistants to update all contact information for the student. Malden Public Schools cannot provide or release students to any individual who is not registered in ASPEN as a contact or emergency contact.

Emergency Contact

This is critical information that must be updated in case of an emergency.

Change of Address and Contact Information

Any time a student changes his/her address or telephone number, the school office should be notified immediately. The parent/caregivers must provide the school with a utility bill/ lease etc. which shows the parent/caregivers's name and current address. Any change in contact information, including telephone numbers, should be submitted to the office immediately. If a student is moving from Malden, the parent/caregivers must come to the school office to sign transfer documents.

Student Custody

It is important that if you have legal custody matters, and/or current restraining orders involving your student through a court order, please see that the school administration has a copy of this document.

Please do not assume that school employees know about custody issues. Be sure that the school knows if any other parent, caregiver, or adult is not allowed to pick up your student from school. If at any time during the year, a court order is changed or issued, please notify the Principal.

Social Media

Malden Public Schools uses the Maldenps.org website as the hub for district and schools' information.

School Cancellations

In the event of inclement weather or other emergency, we will follow the Massachusetts Department of Elementary and Secondary Education (DESE) school closing policy. School cancellation and delay announcements will be made on Blackboard, our automatic message system, as well as local television stations. Information about school cancellations will also be posted on the website.

TITLE I SCHOOL-CAREGIVER-STUDENT COMPACT

The School Parent Compact will be jointly developed with district representatives and family members. The compact outlines how parents, the entire district staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children achieve the State's high standards (ESSA, Section 1116(d)).

Malden Public Schools' Involvement

The school district understands the importance of the school experience to every student and their role as educators and models. Therefore, the district agrees to carry out the following responsibilities to the best of its ability:

- Provide high-quality curriculum and instruction in an affirming and engaging learning environment that enables all students to meet the challenging State academic standards.
- Address the importance of communication between teachers and caregivers on an ongoing basis through, at a minimum:
 - Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - Frequent reports to caregivers on their child's progress;
 - Reasonable access to staff for meetings on student progress;
 - Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand (ESSA, Section 1116(d)(1-2)).
- Treat each child with dignity and respect.
- Strive to address the individual needs of the student.
- Acknowledge that caregivers are vital to the success of children and school.
- Provide a safe, positive, and meaningful learning environment.
- Assure every student has access to quality teachers, curriculum, and learning experiences.
- Assure that the school staff communicates clear expectations for performance to both students and caregivers.

Family's Involvement

The family understands that participation in their student's education will help their achievement and attitude. Therefore, the family will continue to carry out the following responsibilities to the best of their ability:







- Volunteer with the student's class or school when possible according to the district's policy and public health guidance;
- Supporting their child's learning (reading together/homework help/routines);
- Participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time;
- Create a home atmosphere that supports learning and literacy development;
- Send the student to school on time and well-rested on a regular basis;
- Attend school functions (school site council meetings/Title I Nights/Workshops) and caregiver-teacher conferences;
- Encourage their child to show respect for all members of the school community and school property;

- Review all school communications (folders/ClassDojo/website) and respond promptly when necessary.

Student’s Involvement

The student realizes education is important. They are the ones responsible for their own success. Therefore, they agree to carry out the following responsibilities to the best of their ability:

- Get to school on time every day.
- Develop a positive attitude toward school and extend best effort at all times.
- Be responsible for completing classwork/homework on time.
- Be cooperative to both classmates and teachers and ask for help when needed.
- Be respectful to all school members and to school property.

<p>EARLY LEARNING CENTER</p> <p>257 Mountain Avenue 781.397.7025</p> <p>Ms. Lawrence Principal</p> <p>EARLY LEARNING</p>	<p>BEEBE SCHOOL</p> <p>401 Pleasant Street 781.388.0622</p> <p>Dr. Murphy Principal</p> <p>GRADES K - 8</p>	<p>FERRYWAY SCHOOL</p> <p>150 Cross Street 781.388.0659</p> <p>Dr. Stahl Principal</p> <p>GRADES K - 8</p>
		
<p>FORESTDALE SCHOOL</p> <p>74 Sylvan Street 781.397.7326</p> <p>Mr. Weldai Principal</p> <p>GRADES K - 8</p>	<p>LINDEN S.T.E.A.M. ACADEMY</p> <p>29 Wescott Street 781.397.7329</p> <p>Mr. Garcia Principal</p> <p>GRADES K - 8</p>	<p>SALEMWOOD SCHOOL</p> <p>529 Salem Street 781.388.0647</p> <p>Ms. Huynh Principal</p> <p>GRADES K-8</p>
		

DISTRICT-WIDE ATTENDANCE POLICY

The Malden Public Schools seeks to promote excellent school attendance. The Massachusetts General Laws state that parents/caregivers are responsible for their student's attendance (M.G.L. C 76§2, C 76§4), and that absences may not exceed 7 full-day session or 14 half-day sessions in any 6 month period (M.G.L. C 76§1). The school system employs an attendance officer to support parents/caregivers and encourage regular compliance with the state statute. Parents/caregivers and other authorized concerned individuals may contact their school Principal, who will contact the attendance officer regarding school attendance issues.

Supervisor of Attendance

The Malden Public Schools Supervisor of Attendance coordinates with school-based staff to investigate attendance problems primarily outside the school environment. They work in the community, visit homes, and counsel students and their parents/caregivers. When necessary, the Supervisors of Attendance file and represent chronic cases in the City of Malden Juvenile Court.

Supervisor of Attendance has regular meetings with attendance school teams to support students and caregivers to ensure that students are attending school.

Truancy

Under Massachusetts General Laws Per G.L. c. 119, § 21, a Child Requiring Assistance (CRA) is a student aged 6-18 who is, in part, habitually truant; meaning the student is 'willfully' failing to attend school for more than eight (8) school days in a quarter without a lawful and reasonable excuse from attendance. Students must attend school. Truancy is defined as any unexcused absence from school. Administrators will notify parents/caregivers and/or initiate court involvement for students habitually late or absent.

Child Requiring Assistance (CRA)

A Child Requiring Assistance case is where parents/caregivers, or school officials ask the court to help supervise a student. Supervisor of Attendance (SOA), working with school staff, makes decisions on future action based on investigative findings, prior attendance patterns, and correspondence with parents/caregivers and the school. One option is court referral. The decision to file a CRA is made by the SOA based on the finding and results only after exhausting all other possible courses of action. The CRA will only be filed if the student has accumulated 8 or more unexcused absences in a single quarter and the school has documented intervention steps in ASPEN.

Absences & Excused Absences

Regular and punctual school attendance is essential for success in school. We recognize that parents/caregivers of students attending our schools have special rights as well as responsibilities, one of which is to ensure that their students attend school regularly, in accordance with state law. Students who have 10 or more consecutive absences may be unenrolled from the Malden Public School. In these instances the school will contact the caregiver to support attendance concerns prior to discharging the students from the district.

All students must be present in school for at least 3.5 hours in order for them to be counted as present.

Therefore, students may receive excused absences from school attendance only for the following reasons:

- Illness, injury or quarantine that prevents the student from attending school upon receipt of doctor's note.
- Bereavement or serious illness in the parents/caregivers.

- Inclement weather is to endanger the health of the student.
- Observance of major religious holidays.
- A significant personal or parents/caregivers crisis that prevents the student from attending school as approved by school admin.
- Court appearances: Students must present evidence of the required appearance.
- Medical or psychological tests during the school day that cannot be scheduled after school or on the weekend. Students must show evidence (such as a note from the health center) that the tests could not be scheduled after school.
- Other extraordinary situations approved by the school administration.
- Disability-related absences.
- A student may also be excused for other exceptional reasons with approval of the Principal or designee.

How Parents/Caregivers Can Help

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of a character. Parents/caregivers can help their students by not allowing them to miss school needlessly. *Here are some steps to take in the event of an absence:*

- Parents/caregivers are asked to provide a written explanation for the absence or tardiness of a student. *This will be required in advance for types of absences where advance notice is possible.*
- To ensure continuity and maximum advantage of the school program, students must attend school each day and arrive on time. *parents/caregivers are expected to telephone the school office prior to 8:00AM to report that their student will be absent on any given day.*
- In addition, a written excuse from the parent/caregiver must be presented the day any pupil returns to school from an absence. Any situation resulting in an absence that may have serious extenuating circumstances must be brought to the attention of the Principal, by the parent/caregiver, as soon as those circumstances are apparent. Absent notes are given to the Principal. *The notes should include the following: The date(s) of the absence, the student's full name, the reason for the absence, and the student's homeroom number.* Notes are necessary even when a parent/caregiver has spoken to the Principal, Assistant Principal, or the main office about the absence.
- *If a student is sick and cannot attend school, the caregiver must notify the school and consult with the Principal or school nurse to determine next steps.*

Any student who is absent over three (3) consecutive days must report to the main office with their note and may be asked to see the school nurse. In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

A call to the school nurses or school is not an automatic excuse for absence . Caregivers must send the student with a note to the principal. For PreK-12 all notes must go to the schools' administrative assistants. For Grades 9-12 caregivers can also email the notes to attendanceMHS@maldenps.org

Excused Absences Policy

Malden Public Schools is preparing students for Career and Life readiness. Therefore, students are expected to attend school everyday.

Schools are only allowed to excuse absences that are a result of personal illness, significant life stressors (e.g., death of a family member), attending a medical appointment that cannot be made outside of school hours, participating in a legal proceeding, serving a suspension, attending educational opportunities that have been pre-approved by the school.

Unexcused Absences Policy

All other absences (e.g., repetitive absences due to illness that are not documented by medical professionals, family vacations, non-emergency family situations) are required to be marked as unexcused.

Three (3) unexcused absences per quarter will be allowed if students present a valid parent/caregiver explaining the absence. *Four (4) or more unexcused absences in a quarter will require the teacher to give the student a 59 for that quarter. A lower grade will be given if the student's actual average is lower than 59.*

Students can use the "Attendance Appeals Process." Contact the school Principal for more information.

Classroom Daily Attendance Records

Daily attendance are legal records and must be recorded accordingly.

1. Attendance must be taken by the teacher at the beginning of every class period in middle and high schools. After comparison of period attendance with the school's daily attendance, student cuts should be noted and addressed following the appropriate prevention/intervention steps.
2. Middle and high school students who are tardy should be marked absent for any class(es) they miss.
3. All students must be present in school for at least 3.5 hours in order for them to be counted as present.
4. Notations of early dismissal must be recorded with the time of dismissal and documentation indicating the reason should be kept on file in accordance with school protocol.

Did Not Report to School (DNR)

During the first week of school, homeroom teachers at all levels should make personal calls to the parents/caregivers of their students introducing themselves and inviting the parents/caregivers to either visit the school or to call at any time to check on the attendance and progress of their student. The message should reinforce the need for consistent attendance and the procedures a parent/caregiver should follow if their student is absent. In the event any student has not reported at the start of the school year, the teacher should inquire about the student's failure to attend. Teachers should document all communications by entering support notes in ASPEN, including if a student will not be returning to school. Please note that students are expected to report within eight (8) days of the first day of school or after initial assignment. On the tenth (10th) day, the student will automatically become a DNR (Did Not Report) and be discharged from the school. parents/caregivers should be made aware of this procedure when called if their studentren have not reported. Every year before October 1st, districts discharge students who did not report to school.

Cutting Class/Skipping Class

Malden Public Schools considers cutting class to be a serious disruption to our school community rather than an attendance issue. Please refer to [Code of Conduct](#) for details about infractions and consequences related to our discipline policy.

Any student who is marked present in school, but does not report to class will be marked absent in the missing class and the absence will count as unexcused absence. Students can be subject to consequences addressed in the MPS Code of Conduct Policy

Vacations

Attending school every day is vital to students' academic success. Parents/caregivers and students should make every possible effort to plan vacations during the regular scheduled school vacations listed in the annual academic calendar. State policy requires Malden Public Schools to mark skipped days as unexcused absences. *Vacations other than regularly scheduled school vacations are unexcused absences.*

“Skipping School” is considered truancy as well as an unexcused absence. Missing school days directly before and after school breaks due to extended vacations is not permitted.

School based staff cannot excuse any vacation time from students’ records and teachers are not permitted to give out make-up work for such instances.

Student Absence Notification Program

Families will be notified through an automatic call notification when their child is absent or tardy, as well as when their child is approaching a threshold of excessive absences. These calls will be made mid-morning each day.

Each Principal will notify a student’s parent/caregiver by telephone within 3 days of the student’s absence in the event the parent/caregiver has not informed the school of the absence. Each Principal or designee shall notify and meet with any student, and the parent/caregiver who has missed five (5) or more unexcused school days. All students must be present in school for at least 3.5 hours in order for them to be counted as present. The purpose of this meeting is to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student’s parent/caregiver. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Home & Hospital Tutoring

When a physician determines that a student must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons for more than 14 consecutive days, or who can be anticipated to accumulate more than 14 absences in a school year, the student should be offered tutoring at home or in the hospital. The referral should be made to the Home & Hospital Instruction program when a Physician Statement is received by the school nurse. The attendance for students participating in the Home & Hospital Instruction Program should be marked “constructively present” (CP). The school must document in writing all offers of home tutoring and acceptances or rejections by the parent or caregiver. If a parent/caregiver rejects home tutoring or other appropriate academic services for a student who will be absent for an extended period, a record of that rejection must be retained in the student’s file and a 51A should be filed with the Department of Children and Families (DCF).

MANDATORY REPORTING

Mandated Reporting of Neglect and Abuse

All members of Malden Public Schools are mandated reporters. In accordance with Massachusetts state law, Massachusetts General Law Chapter 119, Section 51A, a mandated reporter who, in their professional capacity, has reasonable cause to believe that a student is suffering physical or emotional injury resulting from: (i) abuse inflicted upon him which causes harm or substantial risk of harm to the student's health or welfare, including sexual abuse; (ii) neglect, including malnutrition; (iii) physical dependence upon an addictive drug at birth, *shall immediately communicate with the department orally and, within 48 hours, shall file a written report with the department detailing the suspected abuse or neglect; or (iv) being a sexually exploited student; or (v) being a human trafficking victim as defined by section 20M of chapter 233.* A mandated reporter may, in addition to filing the required report under this section, contact local law enforcement authorities or the student advocate about the suspected abuse or neglect.

ASSESSMENTS

MPS Assessments Overview SY 2024-2025

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	Pre-K	Winter, Spring Fall (<i>optional - pilot</i>)	For all 4-year-old students in PreK. 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	K-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	K-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 MCAS Participation.</p> <p>Student Participation Participation Requirements for Students in Grades 3–8 and 10 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 MCAS and ACCESS for ELLs. 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 2025. 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 Spring 2025. High school students must take and pass the STE MCAS once, and the first opportunity to do so is in June of grade 9.</p> <p>Grade 10: Students in grade 10 will take the ELA and Math MCAS in Spring 2025. Grade 10 students who have not yet taken or passed the STE MCAS may also participate in this test in Winter or Spring.</p> <p>Grade 11: Students in grade 11 who have not yet passed all three MCAS, are required to take the MCAS retest until a passing score is reached..</p> <p>Grade 12: Students in grade 12 who have not yet passed all three MCAS, are required to take the MCAS retest until a passing score is reached.</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.

SCHOOL VISITATION GUIDELINES

Malden Public Schools has visitation guidelines for all visitors, including parents/caregivers. Below are all the guidelines that all visitors must adhere to in order to ensure the safety of our students and staff. The safety of all students in our buildings is a priority.

Signing-in/out

- Visitors must not have any signs of illness such as colds, running nose, fever, etc.
- Visitors, including parents/caregivers and members of the media entering the Malden Public Schools must report to the main office and register at the time of arrival and departure. Sign-in logs and visitor badges will be provided. Signs will be posted on all outside doors directing visitors to register in the school's main office. Guests and visitors must sign-out when leaving the building.

Parking

- Parents/caregivers and visitors are responsible for obeying traffic rules. This involves drop off and pick up areas and parking in areas around the buildings.

Classroom Visits

- In order to not interfere with the education of students, the Principal has the right to deny a request to visit a particular classroom at a particular time, limit the number of visitors to a classroom, and to set classroom visitation times for a maximum of 15 minutes per content area (Literacy, math, science or social studies).
- There are some classrooms where no visitors are allowed due to the students' programmatic needs.
- Requests to visit a classroom must be communicated in writing in advance.
- Classroom visits should be planned in advance with the consent of the Principal. Requests for classroom visits will be approved on a case by case basis.
- A pre-meeting with representatives from the Office of Education will take place to answer questions, provide context and determine if a classroom visit is warranted.
- Approved classroom visits will be scheduled on a day/time that avoids disruption to instruction and assessments.
 - The Principal will give notice to teachers of approved classroom visits.
- During the classroom visit the parent/caregiver will adhere to observation guidelines established by Malden Public Schools, for example no pictures, videos or interacting with students while in the classroom.
 - The goal is to observe teaching and not to engage in conversations with the teacher or students in order to avoid disruption of the class assembly.
- A post-classroom visit debrief will take place giving the parent/caregiver an opportunity to ask questions.

Students' Privacy

- During the 15 minute classroom visit, visitors cannot record or photograph students.
- Visitors cannot engage in conversations with students or request information from students.

Observations for Special Education Programs (Current or Proposed)

In accordance with *M.G.L. c. 71B §3*, the Malden Public Schools permits parents/caregivers and their designees (defined by law as parent designated independent evaluators and educational consultants) to conduct in-school observations of their student's current or proposed special education program.

If a parent/caregivers or designee wishes to conduct such an observation, the following procedures shall be followed:

1. The parent/caregivers shall contact the Special Education Office and indicate that an observation is requested. The parent/caregivers will indicate the name of the person who will conduct the observation and the affiliation of that person to the student and/or parent/caregivers.
2. If the request for the observation comes from someone other than the parent/caregivers, the school district will need to confirm with the parent/caregivers the identity of the observer and ensure that the parent/caregivers consents to the observation. If the designee wishes to observe the student's records, the school district must obtain written consent from the parent/caregivers before allowing the designee to access the student's record in accordance with the Massachusetts student record regulations.
3. Upon notification of the request for the observation, the school district will provide timely access to the student's current or proposed educational program. The school district will contact the parent/caregivers and/or designee to schedule a mutually convenient time for the observation. Please be advised that there may be certain times of the year such as when the MCAS is being administered that the district generally will not schedule observations due to the disruption the observation would cause during these particular time periods. If the observation is requested during one of these time periods the district will work with the observer to find another mutually agreeable time for the observation.
4. The school district will also discuss with the parent/caregivers and/or designee in advance of the observation a reasonable time allotment for the observation. The observer will be permitted to observe both academic and non-academic activities if requested. Observation times will be determined on an individual basis depending on the circumstances of the particular student and/or program to be observed. The observation times will be of sufficient duration to enable the observers to evaluate a student's performance in the current program and the ability of a proposed program to enable such student to make effective progress.
5. The Malden Public Schools is responsible to ensure the safety of its students at all times. If, in the opinion of the school district, the observation threatens to compromise the safety of the students in the observed program, the integrity of the program during the observation, or if there is the threat of disclosure by the observer of confidential or personally identifiable information he or she may obtain while observing the program, the school district may impose reasonable limitations and restrictions on the observation. The school district will discuss these concerns with the observer prior to the observation and the school district will make reasonable efforts to work with the observer around these issues to ensure a safe and productive observation. Any limitation and restrictions imposed pursuant to this paragraph will be done on a case by case basis.
6. The Malden Public Schools may exercise its discretion at any time to reschedule or terminate an observation in the event of a building emergency or a disruption that impacts the physical or emotional well-being of the studentren in the school or the program being observed.

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.

Grade 5 & MIDDLE SCHOOL HONORS PATHWAY

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"> 1. Grades in the class as well as honors content: 89-100 2. Differentiated assignments: <ol style="list-style-type: none"> a. Complex multisteps assignments b. More rigorous, honors-level work 3. 10 hours of Community Service within their school community (e.i., reading Buddies, mentorship, assisting with cafeteria cleanup, etc.) <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.

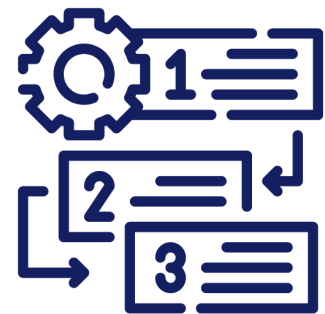
Advanced Interests

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.



Immunization Requirements/ Medical Records

In accordance to State Law Chapter 76, Section 15, no student should be admitted to school unless he or she has been immunized against diphtheria, tetanus, pertussis, measles, polio and other communicable disease specified by the department of health except for medical or religious reasons.

If it is for medical reasons, the parent/caregivers must provide physician documentation that he or she has personally examined the student and that the physical condition of the student is such that the student would be endangered by the vaccination. This documentation must be provided yearly, at the beginning of the school year.

If it is for religious reasons, the parent/caregivers must say so in writing yearly, at the beginning of the school year

All immunizations must meet Massachusetts's minimum requirement and must be certified in writing by a licensed physician, before a student is admitted to school.

Immunization vaccinations may be obtained from a private physician or by appointment from the Board of Health Clinic.

Department of Public Health regulations effective March 1, 1990, require students to present evidence of having been previously screened for lead poisoning or to be screened as a condition for entry into kindergarten. Parents/caregivers should provide documentation from their student's pediatrician.

Physical Examination Requirements

A complete physical examination is required of all students entering Malden Public Schools for the first time and at least three or four years thereafter. Completed physical examination forms must be presented no later than the first day of school in August.

No student will be able to attend school without providing all required medical documentation. Only upon completion of this process will a student be fully registered and allowed to begin school. For more information about immunizations and physical examination requirements, contact your student's school nurse.

Please note that if your student travels out of the country for more than 28 days at any time during the school year, including the summer break, it is Malden Public School Policy (per Malden Board of Health) that they must have a TB test done and read before re-registering or returning to school.

Please contact your student's doctor or visit the Malden Board of Health for this required TB screening. You may call the Board of Health directly at 781-397-7052 to schedule an appointment upon your return. Please bring TB test date and results to the Welcome Center if re-registering your child or bring it to your student's school nurse upon return, if during the summer break.

If you have any questions, please contact your student's school nurse directly by phone or email.

Immunization/Physical Requirements K-12 for Malden Public Schools

Kindergarten Entrance Requirements

- DPT (Diphtheria, Pertussis, Tetanus) – 5 doses— the last dose must be after the age of 4.
- Polio – 4 doses— the last dose must be after age 4.
- MMR – 2 doses— the first dose is after the age of 1
- Hepatitis B – 3 doses
- Varicella – 2 doses or documented disease history from MD
- TB testing per Malden Board of Health
 - TB risk assessment from a healthcare provider, if born in the US.
 - Actual TB test and results, if not born in the US or if a student has been out of the country for more than 28 days.
- Physical Exam – done within 1 year of entrance to school.
- Lead screening – most recent

Grade 5 & 9 Additional Requirements

- Physical Exam – completed within the year of grade entrance
- Parents are encouraged to send in a copy of their student’s yearly physical exam so the school health record can be updated.

Grade 7 Requirements

- 1 dose TDap
- 1 dose MenACWY

Grade 12 Requirements

- Beginning September (2024)
 - 2 doses of MenACWY (one dose given after 16th birthday)

Requirements for Students New to MPS

- Massachusetts State law immunization grade level requirements
- MUST have a current physical exam done within 1 year of entrance to school
- MUST have TB testing per Malden Board of Health
 - TB risk assessment from a healthcare provider, if born in the US.
 - Actual TB test and results, if not born in the US or if a student has been out of the country for more than 28 days.

Your Student’s Health Needs

If a student has a health issue to be addressed (i.e. diabetes or severe allergies), we ask that parents/caregivers contact the school nurse directly by phone or email prior to the start of school as this allows time to plan for his care. If a specific health issue arises during the school year, please contact the nurses directly.

Emergency Health Forms

Current emergency health information is required for all students each school year. We ask your cooperation in completing and returning all of the required emergency health forms when school nurses send the forms to you in the first week of school.

This form should be completed by the parent/ caregivers. Contact information provided is used to reach parents/caregivers in times of illness and injury and, therefore, it is crucial that these forms be thoroughly completed. The information provided is also used to get to know your student's health needs and to plan for care. Also included on this form is permission to take over the counter medication if needed during the school day. Parent/caregiver signature is required.

You must also update your information on file with the Nurse's office during the year as needed. A copy of this form is also available on our [website](#).

Medications

Medications in Malden Public Schools must be delivered to the School Nurse by a parent/guardian/adult. They also will not be sent home with a student.

At the end of the school year, medications need to be picked up by a parent/guardian/adult or they will be destroyed. The exceptions to this are epi-pens and inhalers, which are allowed to stay in school over summer vacation for the next school year. Expired inhalers and epi-pens will be destroyed if not picked up.

NURSES ARE NOT in the schools during the summer, so any medications left and needed for the summer will not be retrievable. If you think you will need your child's medication over the summer please let your school nurse know

No student is to carry medication with him in school including nonprescription medications. The only exceptions to this rule are for those students requiring emergency medications: inhalers, Epi-pens/Emergency Epinephrine, and diabetic supplies may be carried by the student.

Students must have a written order from their physician and permission from parents/caregivers on file with the school nurse to have medication in school (including emergency medications). Order forms may be printed from the website. Orders must be renewed each year.

Please note: all medication sent to school, to be given to your student, must be in a properly labeled pharmacy or manufacturer's container. If you require a container for school and home, please ask your pharmacist to give you two labeled containers.

Emergency Medication

Any medication required for emergency purposes must be delivered to the nurse by the first day of school. Parents/caregivers should contact the school nurse by phone or email prior to the start of school to inform her of the student's allergies.

Parents/caregivers must provide their emergency medication and a written order from the prescribing doctor. Order forms may be printed from the website and parents/caregivers must sign consent form

Students who play sports must inform the school nurse and coach/moderator that they carry an Epi-pen/Inhaler.

Athletes must also introduce themselves to the trainer at the start of the sport season and inform the trainer that they have an Epipen/Inhaler.

Prescription & Over The Counter (OTC) Medications

Any prescription or OTC medication brought onto school property must be taken under the supervision of the nurse in the nurse's office. A parent or caregivers consent form must be filled out and submitted to the nurse before any prescription or OTC medication is administered.

All prescription medications must also be accompanied by a physician consent form and submitted to the nurse's office before the nurse is able to administer the medication to the student.

All medications must be brought into school in the original container, labeled with the student's name, and include the dosage and instructions on how often the medication should be taken. It must be brought directly to the nurse upon entering the school.

Any student who is found to be carrying any medication will have the medication confiscated and will be subject to the appropriate consequences outlined in the [Substance Misuse Response Procedure](#) per the student Handbook.

School Health Screenings

As mandated by the Massachusetts Department of Public Health, School Health Unit, Malden Public Schools performs health screenings on students annually as follows:

- Hearing – grades K-3, grade 7, grade 10.
- Vision – grades K-5, grade 7, and grade 10.
- Height and weight- BMI – grades 1, 4, 7, and 10
- Postural screenings – all students grade 5-9
- SBIRT screenings – grades 7 and 9

If your child fails the Vision, Hearing, or Postural screening—parents/caregivers will be notified by letter for follow up with your own physician.

BMI result letters will not be sent home; if you are interested in knowing your child's BMI, parent/caregiver may contact the school nurse.

Postural Screening Program will be for students whose parents/caregivers choose to have the screening. Letters will be sent home prior to the screenings.

SBIRT screenings grade 7 & 9 (Screening, Brief Intervention and Referral to Treatment) will have letters sent home in grade 7 only prior to screenings.

Opt-out form is available for all of these screenings on our website. Please complete this form at the beginning of the school year and send this to the school nurse if you would like your child to opt out of any screenings.

Medical Dismissal

The school nurse or staff may recommend that a student be dismissed if she/he is too ill to take part in her/his coursework. When such a recommendation is made, the student's parents/caregivers will be contacted directly by phone. Parents/caregivers must respond promptly when called to pick up their student for medical reasons.

To ensure students' health and safety, sick or injured K- 8 students are not permitted to depart school on their own – they must be accompanied by their parent/caregivers or someone who the parent/caregivers has authorized to pick up their student. However, if parents/caregivers are unable to be reached and the student is unable to travel safely on her/his own, school staff may contact law enforcement officials or emergency medical personnel to attend to the student.

Expectant & Parenting Student Policy

Expectant and parenting students have academic and other education rights to help students who are expectant and parenting to complete all course requirements. As part of this policy, all schools with grades 6-12 must appoint a school liaison for the Expectant and Parenting Students who is responsible for communicating with health care and parenting classes.

Concussion Compliance

All student athletes must complete the required concussion education program yearly. Any student with a prior history of head injury or concussion must have a "Report of Head Injury Form" completed by a parent/caregivers.

Head Injury/Concussion

Any student suffering from a head injury/concussion must complete the school protocol and be cleared by a physician prior to returning to sports/physical education classes. The school holds the final judgment in allowing a student to return to sports here, even if cleared by a physician.

SUPPORTS FOR PROMOTING ACADEMIC SUCCESS

Special Education

Malden Public Schools will ensure that all eligible students with disabilities receive a free and appropriate public education as defined by the Individuals with Disabilities Education Act. The purpose of Special Education State and Federal Law is to ensure that eligible Massachusetts students receive specialized instruction designed to meet the unique needs of the child and allow the student to progress effectively in the least restrictive environment. Eligible students shall mean student ages three through twenty-one who have not attained a high school diploma or its equivalent, who has been determined by the Team to have a disability or disabilities, and as a consequence is unable to progress effectively in the general education program without specially designed instruction or is unable to access the general curriculum without a related service (603 CMR 28.02(9)).

A disability shall mean one or more of the following impairments:

- Autism
- Developmental Delay
- Intellectual Impairment
- Sensory Impairment
- Hearing
- Vision
- Deaf / Blind
- Neurological Impairment
- Emotional Impairment
- Communication Impairment
- Physical Impairment
- Health Impairment
- Specific Learning Disability

Individualized Education Plan

IEP stands for *individualized educational plan*. It is a document written for a student with a disability that identifies a student's special education needs and describes the services a school district shall provide to meet those needs.. Often the IEP process can be intimidating and overwhelming to parents/caregivers. The following guidelines will help parents/caregivers become engaged participants in the development and implementation of an effective IEP.

A referral for a Special Education evaluation may be made by a parent/caregivers or any person in a care giving or professional position concerned with the student's development (603 CMR 28.04 (1)). Once a referral has been made, a consent form describing the types of testing suggested is sent to the parent/caregivers. In addition, a Parent/Caregiver's Rights brochure is provided as well as information on the opportunity to consult with the Special Education Administrator, prior to the evaluation, to discuss the recommended assessments and the evaluators. Once consent has been received from the parent/caregivers, a multi-disciplinary, appropriately credentialed, team will complete a thorough and comprehensive evaluation, including assessments in all areas of the suspected disability. A team meeting of all the evaluators and the parent/caregivers then meet to review the testing and to determine whether the student is eligible for Special Education. Once eligibility is determined, the team then develops an Individualized Education plan (IEP) for the student in the least restrictive environment in which the student can make meaningful educational progress. There is a wide range of services available to students with disabilities and what is provided will depend on the specific student's needs. In addition, special educators work with general education teachers to assist them in making accommodations and modifications for students with disabilities within the general curriculum.

Before the first IEP meeting:

- Gather information about your student which may include medical information, work samples, report cards, progress reports, classroom observations, independent evaluations, therapists' reports, state assessments; and most importantly, assessments based on your own first-hand knowledge.
- Draft a vision statement, with your student's input if possible, describing future goals for academics, behavior, post-secondary education, independence and employment.
- Assess your student's present level of ability in reading, writing, math, language, attention, social skills, fine & gross motor skills, self care, and technology. Even if you're not a trained educator, your assessment is invaluable; you know your student better than anyone else.
- Consider inviting a parents/caregivers and/or trusted friend to attend the IEP meeting with you as an advocate/support.

During the IEP meeting:

- Be informed, be vocal, and advocate for the best interests of your student.
- Expect goals that address a specific need and that they are measurable and appropriately challenging.
- Find out how progress will be measured and when you will be provided with progress reports.
- Consider related services that may be needed, such as therapy (speech and language, physical, occupational) counseling, transportation, nursing and teacher training.
- Note which program modifications and accommodations are proposed; for example, extended time for tests, fewer concepts presented, etc.
- Come to consensus about where the IEP will be carried out: within the general education classroom, within a special education classroom, or in a combination of the two.
- Start early discussing what will happen after high school. Consider now what will pave the way for successful postsecondary education, employment and independent living.

After the IEP meeting:

- Explain any changes to your student and the reasons for them so he/she is not surprised or upset by unexpected changes in the routine.
- Monitor your student's progress. If there are significant gains, a substantial lack of improvement or a new issue needs to be addressed, request an IEP team meeting before the annual review.

Your IEP Rights

- The District will provide you with a Notice of Procedural Safeguards that explains your rights including your rights to participation, prior written notice, consent, dispute resolution including due process rights, an interpreter, translated materials , scheduled meetings that works with you & the team,

For questions regarding special education please contact the Special Education Team Chair at your child's school. Additional information is also available online at the [Massachusetts Bureau of Special Education Appeals website](#).

504 Accommodation Plans

Section 504 of the Rehabilitation Act of 1973 is a non-discrimination statute that ensures disabled students have educational opportunities and benefits provided to non-disabled students. Students may be eligible for educational services under Section 504, as well as under State and Federal Special Education laws. Eligibility under 504 requires that a student has, or has a record of having, or is regarded as having, a physical or mental impairment which substantially limits major life activity. Major life activities include, but

are not limited to, learning, communicating, self-care, walking, seeing, hearing, speaking, breathing, working, or performing manual tasks. Services are available to students meeting the above criteria through a 504 Accommodation Plan. This includes school-sponsored non-academic and extracurricular services and activities.

Who can refer a student for a 504 plan?

The 504 plan process may be started by a parent's written request or the school's referral for an evaluation when the student is having academic, social, or behavioral problems that limit one or more major life activities. Major life activities include walking, seeing, hearing, speaking, and learning. In addition, the district must believe that the student needs additional support in the regular education classroom in order to access the curriculum. Section 504 requires consent from the parents *before conducting* evaluations.

How does a student qualify for a section 504 plan?

In order to be eligible for a 504 plan, a student must attend a school that receives federal financial assistance (which includes all public schools in Massachusetts). In addition:

- The student must be of school age;
- The student must have information establishing a mental, psychological, and/or physical disability (including a disability affecting behavior); and
- The disability must substantially limit one or more major life activities.

Students may be eligible for a 504 plan if a temporary disability limits a major life activity.

How is a 504 plan different from special education?

In order to be found eligible for special education services and an Individualized Education Program (IEP), a student must be diagnosed with a disability *and* must, as a result of that disability, require specialized instruction and/or related services in order to make effective progress.

Unlike a special education student, a student with a 504 plan is able to make effective progress in school without the need for specialized instruction and/or related services. However, a student with a 504 plan requires accommodations in order to gain equal access to instruction and/or the school facility. A student's 504 plan will provide accommodations that allow a student with an impaired major life activity to have the same level of access to the instruction, school activities, and school building as students without disabilities. A student with an IEP can also have a 504 plan that extends to K-and college levels.

SUBSTANCE ABUSE & INTERVENTION

Any possession of Illegal or misused medication of substances is subject to the Malden Public Schools' Code of Conduct.

District-Wide Policy

The Malden Public Schools Substance Misuse and Abuse Prevention Policy ("Policy") was written in accordance with Massachusetts General Laws, Chapter 52 of the Acts of 2016, *An Act Relative to Substance Use, Treatment, Education and Prevention*, signed by Governor Baker in March 2016 requiring schools to have a policy regarding substance use prevention and the education of all students about the dangers of substance use. The Policy has been developed using the Department of Elementary and Secondary Education's (DESE) *Guidance on School Policies Regarding Substance Use Prevention and the Safe and Supportive Schools Model as its guide*.

As part of this model, the Policy outlines clear expectations for the behavior of students relative to substance use as well as to provide guidance for the faculty and staff when responding to all substance-related incidents.

Additional information and community resources can be found online at:
<https://www.cityofmalden.org/215/Substance-Use-Disorder-Resources>

Information can also be found in a paper form at any of our Schools' Main Offices.

Substance Misuse Response

In the event that a school employee suspects or identifies a student as being under the influence of, in possession of, or as using any alcohol, tobacco, marijuana, or other drugs, that teacher is to report the student to the appropriate administrator immediately and the student shall be escorted from the classroom.

If a student is found to be in violation of the Policy, parent(s)/caregivers(s) will be notified to meet with an administrator. Students will be referred to their school counselor or administrator for assessment and will be subject to the following consequences and/or additional action at the Principal's discretion.

Voluntary Self-Disclosure Response

If a student voluntarily confides a substance-use problem to a school employee, the employee will refer the student to their school counselor or administrator. The counselor or administrator will make an assessment and help the student identify available support services. The counselor or administrator will advise the student of The Family Educational Rights and Privacy Act (FERPA) -confidentiality protections under the law and will work with this student to develop an intervention plan. The student will not be subject to the Substance Misuse Response Procedure unless under the influence or in possession of any substance or paraphernalia at the time of notification.

Student Athletes

In addition to the Malden Public School Substance Abuse Policy and consequences outlined in the Code of Conduct and Substance Misuse and Abuse Response Process, all student athletes will be held to

Massachusetts Interscholastic Athletic Association (MIAA) standards and consequences as outlined in the MIAA Handbook and Guidelines on Chemical Health.

Mandated Reporting of Abuse

All members of Malden Public Schools are mandated reporters. In accordance with Massachusetts state law, Massachusetts General Law Chapter 119, Section 51A, a mandated reporter who, in their professional capacity, has reasonable cause to believe that a student is suffering physical or emotional injury resulting from: (i) abuse inflicted upon him which causes harm or substantial risk of harm to the student's health or welfare, including sexual abuse; (ii) neglect, including malnutrition; (iii) physical dependence upon an addictive drug at birth, *shall immediately communicate with the department orally and, within 48 hours, shall file a written report with the department detailing the suspected abuse or neglect; or (iv) being a sexually exploited student; or (v) being a human trafficking victim as defined by section 20M of chapter 233.* A mandated reporter may, in addition to filing the required report under this section, contact local law enforcement authorities or the student advocate about the suspected abuse or neglect.

Incident Report

Any incident involving a student's use of substances at school will be documented. The nurse or another school staff member will contact the parent/ caregivers; in the event that the parent/caregivers cannot be reached, the nurse will send a report home with the student. In emergencies, school staff will notify the people indicated on the student's Emergency Contact, as well as law enforcement office or emergency medical personnel, as necessary or in the best judgment of the school nurse and/or school staff. In any emergency, Malden Public Schools absolute priority will be to first attend to the emergency and ensure the safety and health of the student or students involved in the incident, then secure the surrounding area to address the unsafe conditions, and then contact parents/caregivers, and/or emergency contacts.

STUDENT SUPPORT SERVICES

Guidance Counselors / Adjustment Counselors

The Student Support Team (SST) is an integral part of the educational team providing services to students, parents/caregivers, teachers and administrators. The counselor's goal is to help each student identify their needs, interests, and aptitudes and to use this information to get the most from their educational experience.



The guidance counselor will provide the following services:

- Individual counseling regarding personal problems, school, or home related.
- Information regarding school programs and course selections.
- Academic appraisal through interpretation of test results.
- Vocational and career information and educational opportunities beyond high school.

If a student wants to see the guidance counselor or school adjustment counselor, he/she should go before school to make an appointment. If an emergency exists, other arrangements will be made.

Threats To Self and/or Others

Staff are required to report all threats to school principal and/or other administrators including threat of self-harm or harm to others.

- If a student threatens their own life, this must be reported immediately to the school Principal and support staff (school social worker, school counselor, student support team etc.).
- If a student threatens the life of others, this will immediately be brought to the attention of the school Principal and support staff (school social worker, school counselor, student support team etc.). According to the level of safety, the student may also be subject to the Code of Conduct Policy.

SCHOOL SAFETY PLANS

The purpose of the School Emergency Operations Plan (SEOP) is to provide information on how to respond to emergency incidents by outlining the responsibilities and duties of the district, school, its employees, and students. This plan has been customized to meet the specific and unique needs, capabilities, and circumstances found at any of our schools.

Each year, the School Administration shall review and certify that the plan is current and accurate. This must be done with the School Level Crisis Response Team at the beginning of each school year.

The Superintendent of Schools must meet with the police and fire chief to formulate or review a school-specific Emergency Operations Plan at the beginning of each school year as required by Section 363 of Chapter 159 of the Acts of 2000 in Massachusetts General Laws and as enacted by the State Legislature, and conforms to the National Incident Management System (NIMS) and all applicable Homeland Security Presidential Directives.

The SEOP plan provides teachers, staff, students, parents, and other members of the community with assurances that the district and school has established guidelines and procedures to respond to incidents/hazards in an effective way.

Emergency & Evacuation Procedures

Emergency and evacuation procedures are a very serious part of the school routine. Whether it is a drill or real emergency, the actions that students and staff should take are the same. Emergency drills are held throughout the year. The drills are planned in such a way as to ensure the safety of students and staff in the shortest possible time and in the most efficient and orderly fashion. We will be practicing Safety Drills throughout the school year: Shelter-In-Place, Lockdown, and Fire Drills, This ensures that all students will know what to do in the event of an actual emergency.

Shelter In Place

If a school has to go into a “Shelter In Place,” it is announced over the intercom so all staff and students know that they have to stay in their current locations without walking around the building, classes continue as usual. A “Shelter In Place” is meant to restrict and control unnecessary movement of staff and students in the building. Shelter In Place is when there is police activity in the area, a medical emergency inside the school, ambulance pickup, power outage or weather event.

Lockdown

We use “Lockdown” when there is an emergency impacting a school campus that prevents the safe evacuation of a school building and requires steps to shelter students and staff from danger. All staff must lock the doors, pull down the blinds, silent all cell phones, turn off all lights, including computer monitors. Direct students to a designated safe space.

Fire Drill Procedures

Students will follow the directions of the teacher and obey the posted fire drill procedure for each room. The following rules will be observed:

- Look for the fire drill instructions in every room.
- Walk in silence and at a normal pace.
- Stay with the class at all times and assemble in an area outside the building designated by the teacher.
- Do not return to the building until told to do so by the teacher.
- Upon your re-entry to the building, proceed directly back to the classroom.
- If any alarm is sounded when a student is not in a classroom, leave by the closest exit and report to the nearest teacher.

Fire Alarms

Massachusetts law provides for imprisonment in a jail or house of correction for up to one year, or for a fine of not less than one hundred dollars (\$100) and up to five hundred dollars (\$500), for anyone who causes a false alarm of fire (M.G.L. c. 269, § 13). Anyone apprehended making a false alarm on school property will be suspended and referred to the authorities for court action. For more information and details about the Malden Public Schools District Safety plan please visit the Malden Public Schools website.

WEATHER CONDITIONS

Understand the Weather

Wind-Chill



- 30° is *chilly* and generally uncomfortable
- 15° to 30° is *cold*
- 0° to 15° is *very cold*
- -20° to 0° is *bitter cold* with significant risk of *frostbite*
- -20° to -60° is *extreme cold* and *frostbite* is likely
- -60° is *frigid* and exposed *skin will freeze* in 1 minute

Heat Index



- 80° or below is considered *comfortable*
- 90° beginning to feel *uncomfortable*
- 100° *uncomfortable* and may be *hazardous*
- 110° considered *dangerous*

All temperatures are in degrees Fahrenheit

Child Care Weather Watch

		Wind Speed in mph								
		Calm	5	10	15	20	25	30	35	40
Air Temperature	40	40	36	34	32	30	29	28	28	27
	30	30	25	21	19	17	16	15	14	13
	20	20	13	9	6	4	3	1	0	-1
	10	10	1	-4	-7	-9	-11	-12	-14	-15
	0	0	-11	-16	-19	-22	-24	-26	-27	-29
	-10	-10	-22	-28	-32	-36	-37	-39	-41	-43

■ Comfortable for outdoor play
 ■ Caution
 ■ Danger

		Relative Humidity (Percent)												
		40	45	50	55	60	65	70	75	80	85	90	95	100
Air Temperature (F)	80	80	80	81	81	82	82	83	84	84	85	86	86	87
	84	83	84	85	86	86	89	90	92	94	96	98	100	103
	90	91	93	95	97	100	103	105	109	113	117	122	127	132
	94	97	100	103	106	110	114	119	124	129	135			
	100	109	114	118	124	129	130							
	104	119	124	131	137									

Child Care Weather Watch

Watching the weather is part of a child care provider's job. Planning for playtime, field trips, or weather safety is part of the daily routine. The changes in weather require the child care provider to monitor the health and safety of children. What clothing, beverages, and protections are appropriate? **Clothe** children to maintain a comfortable body temperature (warmer months - lightweight cotton, colder months - wear layers of clothing). **Beverages** help the body maintain a comfortable temperature. Water or fruit juices are best. Avoid high-sugar content beverages and soda pop. **Sunscreen** may be used year around. Use a sunscreen labeled as SPF-15 or higher. Read and follow all label instructions for the sunscreen product. Look for sunscreen with UVB and UVA ray protection. **Shaded** play areas protect children from the sun.

Condition GREEN - Children may play outdoors and be comfortable. Watch for signs of children becoming uncomfortable while playing. Use precautions regarding clothing, sunscreen, and beverages for all child age groups.

INFANTS AND TODDLERS are unable to tell the child care provider if they are too hot or cold. Children become fussy when uncomfortable. Infants/toddlers will tolerate shorter periods of outdoor play. Dress infants/toddlers in lightweight cotton or cotton-like fabrics during the warmer months. In cooler or cold months dress infants in layers to keep them warm. Protect infants from the sun by limiting the amount of time outdoors and playing in shaded areas. Give beverages when playing outdoors.

YOUNG CHILDREN remind children to stop playing, drink a beverage, and apply more sunscreen. OLDER CHILDREN need a firm approach to wearing proper clothing for the weather (they may want to play without coats, hats or mittens). They may resist applying sunscreen and drinking beverages while outdoors.

Condition YELLOW - use caution and closely observe the children for signs of being too hot or cold while outdoors. Clothing, sunscreen, and beverages are important. Shorten the length of outdoor time.

INFANTS AND TODDLERS use precautions outlined in Condition Green. Clothing, sunscreen, and beverages are important. Shorten the length of time for outdoor play. YOUNG CHILDREN may insist they are not too hot or cold because they are enjoying playtime. Child care providers need to structure the length of time for outdoor play for the young child. OLDER CHILDREN need a firm approach to wearing proper clothing for the weather (they may want to play without coats, hats or mittens), applying sunscreen and drinking liquids while playing outdoors.

Condition RED - most children should not play outdoors due to the health risk. INFANTS/TODDLERS should play indoors and have ample space for large motor play. YOUNG CHILDREN may ask to play outside and do not understand the potential danger of weather conditions.

OLDER CHILDREN may play outdoors for very short periods of time if they are properly dressed, have plenty of fluids. Child care providers must be vigilant about maximum protection of children.

Understand the Weather

The weather forecast may be confusing unless you know the meaning of the words.

Blizzard Warning: There will be snow and strong winds that produce a blinding snow, deep drifts, and life threatening wind chills. Seek shelter immediately.

Heat Index Warning: How hot it feels to the body when the air temperature (in Fahrenheit) and relative humidity are combined.

Relative Humidity: The percent of moisture in the air.

Temperature: The temperature of the air in degrees Fahrenheit.

Wind: The speed of the wind in miles per hour.

Wind Chill Warning: There will be sub-zero temperatures with moderate to strong winds expected which may cause hypothermia and great danger to people, pets and livestock.

Winter Weather Advisory: Weather conditions may cause significant inconveniences and may be hazardous. If caution is exercised, these situations should not become life threatening.

Winter Storm Warning: Severe winter conditions have begun in your area.

Winter Storm Watch: Severe winter conditions, like heavy snow and ice are possible within the next day or two.

Child Care Weather Watch, Iowa Department Public Health, Healthy Child Care Iowa. Produced through federal grant (MCJ19T029 & MCJ19KCC7) funds from the US Department of Health & Human Services, Health Resources & Services Administration, Maternal & Child Health Bureau. Wind-Chill and Heat Index information is from the National Weather Service.

LUNCH INFORMATION

The Malden Public Schools shall support the wellness of students and staff through good nutrition, regular physical activity and positive dietary and lifestyle practices as part of its total learning environment. Our schools contribute to the overall health status of students by providing nutritious foods and opportunities for physical activity, by facilitating wellness through teaching support and promotion of good nutrition and physical activity. Improved health optimizes student performance potential and ensures that students need to be healthy to learn and learn to be healthy. In fostering and establishing a school environment that promotes students' health, well-being, and ability to learn by supporting healthy eating, students are required to eat lunch in the cafeteria during their lunch period.

All students receive a free breakfast and lunch.

For the High School, the courtyard is available during the lunch period, during good weather, for relaxation and quiet conversation. Students receive a free lunch, but they can purchase a second lunch. For safety reasons, students are not allowed to bring glass bottles containing food or beverages to school. All eating and drinking is confined to the cafeteria, unless another arrangement has been approved by the Principal. Students may not return to the general area of the school until the lunch period is over. All students are responsible for cleaning up after themselves.



STUDENT DRESS CODE

Malden Public Schools is a serious place of learning. There is an expectation that students dress in keeping with reasonable standards of safety, health, and cleanliness, so as not to detract from the educational process. Student attire should not disrupt the educational environment. If a student is wearing clothing that disrupts the educational process, such as clothes that promote drugs, alcohol, or violence, he or she will be asked to go home and change or to wear a t-shirt provided by the school staff. The discretion of administration will prevail in whether the clothing creates a disruption.

In accordance with Massachusetts State Law, students have the right to freedom of expression, provided that such right shall not cause any disruption or disorder within the school. Additionally, Massachusetts law prohibits discrimination based on natural and protective hairstyles.

There is an expectation that students dress in a manner that is appropriate for a place of study; and are obeying to reasonable standards of safety, health, and cleanliness, so as not to detract from the education process. If style demonstrates that it is disruptive to the educational process, constitutes a threat to the safety and health of self and others, or is in violation of any statute, it will not be permitted in school. The intent of this document is to create a standard that will align with overall expectations of appropriate attire that contribute to a positive school environment. By no means is the desired outcome of this document for students to be judged or shamed.

Clothing that creates a risk of substantial and material disruption or disorder within the school is not acceptable. This may include:

- Clothing, including face masks with any picture and/or wording that relates, advertises, or infers to sex, alcohol, drugs, tobacco, or displays lewd, vulgar, indecent or “plainly offensive” language (masking is optional)
- Hats, hoods, bandanas, or any other head coverings (except for religious or cultural reasons)
- Clothing worn in such a manner as to reveal undergarments.
- Strapless tops and halter tops.
- Skirts and shorts where buttocks are visible.
- Sunglasses worn inside the school building.
- Clothing or article that suggests gang activities.
- Chains (wallet, belt, large neck chains, etc.).
- Spiked collars, spiked belts, spiked bracelets.
- Pants, when the waist falls below the hip.

The school Principal, having discretion to render judgments regarding what is and what is not appropriate, may, if necessary, waive these policy restrictions in religious and/or medical situations. The Principal will determine what consequences should follow when a student does not comply with this policy. A student may change to wear a school T-Shirt offered by the school, bring their own change of clothes, or a parent/caregivers may be required to bring in a change of clothing

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"> No more than the max recommended 10 minutes per night on assignments and 20 minutes reading
Grades 1-2	1-3 assignments per night	30 minutes per night (Reading 20 minutes; other activities such as assignments 10 minutes per day) <ul style="list-style-type: none"> No more than the max recommended 10 minutes per night on assignments and 20 minutes reading
Grades 3-5	2-4 assignments per night	30-60 minutes per night <ul style="list-style-type: none"> No more than the max recommended 60 minutes per night
Grades 6-8	3-5 assignments per night	90-120 minutes per night <ul style="list-style-type: none"> No more than the max recommended 120 minutes per night
Grades 9-12	3-5 assignments per night	No more than 2.5 hours per day including all subjects

No homework will be assigned over Thanksgiving, Winter, February, and Spring Breaks.
Projects, presentations, or other assignments will not be due until at least the second day following the break.
The same policy applies for the administration of assessment.
Educators are not to “double up” on homework assigned before a break.

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.

Late Work & Make-Up Work: It is the responsibility of all students to make up for work that is late or missed, including homework, when they return from any absence. This is done by seeing his/her teacher(s) after school and working out a schedule to complete the work missed. Each teacher is available ½-hour after school each day Monday through Thursday to be of assistance to students or to confer with parents/caregivers. Once a week, grades 7 and 8 teachers will be after school for an extra 30 minutes to assist students.

PROMOTION REQUIREMENTS

Elementary School: Summary Of Promotion & Homework Requirements Per Grade Level Span

PreK- Kindergarten: There are no promotion requirements for students moving to Kindergarten. However, the preschool teachers assess all students to gather a baseline. Students participate in formal assessments twice a year to show progress in various areas. Progress is reported on report cards (twice per year).

Grade 1: To be promoted to grade 2, students must meet both of these requirements:

- Receive a passing grade in ELA or ESL
- Receive a passing grade in mathematics

Grade 2: To be promoted to grade 3, students must meet both of these requirements:

- Receive a passing grade in ELA or ESL
- Receive a passing grade in mathematics

Grade 3: To be promoted to grade 4, students must meet both of these requirements:

- Receive a passing grade in ELA or ESL
- Receive a passing grade in mathematics

Grade 4: To be promoted to grade 5, students must meet all three of these requirements:

- Receive a passing grade in ELA or ESL
- Receive a passing grade in mathematics
- Receive a passing grade in science or history

Grade 5: To be promoted to grade 6, students must meet all of these requirements:

- Receive a passing grade in ELA or ESL
- Receive a passing grade in mathematics
 - (a) Receive a passing grade in science and history, if only one of these subjects were passed in grade 4; OR
 - (b) Receive a passing grade in science or history if both subjects were passed in grade 4.

Students in Grades 3-5:

- Students who do not pass ELA/ESL and math and do not pass a reading test and math test will receive an “Incomplete” and must attend the Summer Learning Academies if invited. If they do not



pass both courses and a reading test by the end of the Summer Learning Academies, they will repeat the grade.

- If they pass reading and pass the course work for math but do not pass the math test by the end of the Summer Learning Academies, they will be promoted to the next grade level and receive extra support in math.

**School Site Councils may vote to establish course and test requirements that exceed those listed.*

Grade-Level Promotion & Retention Policy Promotion

Promotion standards are the academic benchmarks students must meet in order to be promoted to the next grade level at the end of the school year. Throughout the year, teachers and Principals regularly review academic performance and identify students who, even with additional support, are at risk of not meeting promotion standards for their grade level. Students' academic progress is assessed holistically, using multiple measures.

Retention Guidelines for Grades K-5

Upon the closing of 2nd quarter, parents/caregivers will be notified by the Principal or designee via letter and meeting that their student is at risk of not being promoted with justification rationale (attendance, academic progress, educational history). A meeting will be held with the parents/caregivers, Principal, teacher(s), and support personnel to discuss the student's progress using academic, behavioral, and/or intervention data.

Via a letter and meeting, the final determination of retention will be discussed with parents/caregivers in late spring by the Principal or designee. Above-mentioned data and progress since the first meeting will be used to make this determination. The Principal is the final arbiter of all decisions regarding retention.

Middle School: Summary of Promotion Requirements

Grade 6: To be promoted to grade 7, students must receive a passing grade in a total of three courses from the following subject areas: ELA/ESL, mathematics, science, and history/social science.

- To pass math, students must pass the end-of-year math assessment or end-of-summer math assessment.

To be promoted to grade 8, students must receive a passing grade in a total of six courses from the following subject areas in grades 6 and 7: ELA/ESL, mathematics, science, and history/social science. The courses must include at least:

- three ELA/ESL + math courses
- one science course
- one history/social science course

To be promoted to grade 9, students must receive a passing grade in a total of ten courses from the following subject areas in grades 6, 7, and 8: ELA/ESL, mathematics, science, and history/social science. The courses must include at least:

- five ELA/ESL + math courses
- two science courses
- two history/social science course

Non-Promote

Students who do not pass both ELA/ESL and math must attend the Summer Learning Academies.

Students will earn credit for the course(s) only if they attend the Summer Learning Academies and pass the required coursework. Students who do not attend will fail the course(s).

Students who do not meet grade course requirements by the end of the Summer Learning Academies will be retained. Students who have already been retained in middle school may be retained again only after a case review by the principal, teachers, support staff, and parents/caregivers.

Retention Guidelines for Grades 6-8

Students who fail 4 out of 4 major subjects (English, Math, Social Studies, and Science) will be retained and are not eligible for Summer School. parents/caregivers will be notified by the Principal via letter.

Students who fail 3 out of 4 major subjects (English, Math, Social Studies, and Science) will be retained in June and are eligible for Summer School. Upon successful completion of Summer School, students will be promoted to the next grade level in August. parents/caregivers will be notified by the Principal via letter.

Students who fail 2 out of 4 major subjects (English, Math, Social Studies, and Science) will be retained in June and are eligible for Summer School. Upon successful completion of Summer School, students will be promoted to the next grade level in August. parents/caregivers will be notified by the Principal via letter.



High School Promotion

All students must complete all the State MassCORE requirements

What is the MassCore Program of Study?

MassCore is a state-recommended, rigorous program of study that aligns high school coursework with college and workforce expectations. The recommended program of studies includes 4 years of English; 4 years of Math; 3 years of lab-based Science; 3 years of History/Social Science; 2 years of the same world language; 1 year of the Arts; 5 additional years of “core” courses in any of the above subjects, business education, career, and technical education, health, or technology.

Additional learning opportunities such as Advanced Placement courses, dual enrollment, a senior project, online courses for high school or college credit, and service- or work-based learning are recommended. Students who complete the MassCore program of study are better prepared for college and career.

- Take and pass four English (or ESL) courses
- Take and pass three history courses, including U.S. History 1 & 2
- Take and pass four integrated math sequences Math I, Math 2, Math 3, or the traditional sequence a 4th year choice of PreCalculus, Calculus, Statistics, Advanced Quantitative Reasoning,
- Take and pass three lab science courses, including at least two of the following: biology, chemistry, physics
- Take and pass two years of the same world language courses (or two additional ESL courses) Not necessary on consecutive years
- Take and pass two semester courses in the arts
- Take and pass four semester courses in physical education
- Take and pass one semester course in health
- Take and pass one semester course in computers
- Earn a Competency Determination (CD) in MCAS ELA, math, and science & technology/engineering

Grade 12: To be a senior, students must have passed 2 ELA/ESL, 3 Math classes, 2-3 Science classes, 2-3 History Classes, Passed MCAS ELA, Math, and Science. 12th graders must take and pass their 4th year of ELA/ESL, 4th year of Math, 3rd year of Science, 3rd year of History, PE, Art.

If students fail some of their courses, do they have to repeat the whole year?

No. They can retake those courses during the summer, during the academic year, or online (see pages 15-16)—but they can move ahead in the subjects they passed. For more information, see your school guidance counselor. Seniors also have access to a district-wide summer graduation in August if they miss their school graduation.

Acceleration Academies

Acceleration Academies take place during February and April vacation weeks. They offer intensive instruction to students in grades 3–12 who need extra support in ELA and math.

GRADING

Progress Reports & Report Cards

Progress Reports and Report Cards can be viewed on ASPEN, our student information system, for students in Grades PK-12. A paper copy of each is issued to the students each quarter in the homeroom for students in Grades 1-4 (twice a year for our PK and Kindergarten students). Students and parents/caregivers can access Aspen with a username and password. Please contact the student's house office for a username and password.

The ELC does not issue progress reports, except for students with disabilities. Special Education progress reports are issued twice per year.

Progress Reports

The purpose of the mid-term progress report is as follows:

- To provide parents/caregivers with information on how their student is doing in school.
- To provide positive feedback to students who are doing well.
- To provide information to students who are not doing well and to give them the opportunity to improve their performance before the marking period ends.
- To provide information about how special education students are progressing with the goals and benchmarks laid out in their IEPs.

National Honor Society

The National Association of Secondary School Principals in 1921 founded the National Honor Society. In 1927, Head Master Thornton Jenkins established the John W. Hutchins Chapter named in honor of a former Headmaster of Malden High School. The purpose of the National Honor Society is to create an enthusiasm for scholarship, to stimulate the desire to render service, to promote leadership, and to develop character in the students of American secondary schools. Each chapter of the National Honor Society is governed by a constitution and the National Council closely regulates membership standards. Membership in the National Honor Society is based upon excellence in four areas: scholarship, leadership, service, and character. Each category is considered independently and information, beginning with the freshman year, is taken into account. Outstanding qualities of leadership, service, scholarship, and character are given equal consideration during the selection process. Eligible members of the Sophomore, Junior, and Senior classes will be notified and invited to apply for membership in the National Honor Society after the second quarter.

The following minimum standards must be met as consideration for membership:

- A minimum Cumulative GPA of 88% resulting from the average of all year long academic classes (math, science, language, social sciences, and English).
- Candidates must have attended Malden High School for the equivalent of one semester.
- Candidates receiving a majority vote of the Faculty Board will be inducted into the chapter.
- A member may retain his or her membership as long as he or she continues to fulfill the requirements used as a basis for his or her election. During the year, members are expected to participate in NHS activities, meetings and projects.

- Members are asked to complete and turn in an absence form when they miss a meeting or activity. Two unexcused absences for the whole year will result in a warning and a third unexcused absence will result in the member's dismissal.

Class Rank/Grade Point Average

GPA is determined for students using a weighted 4.0 scale and is based on a framework from MA College/University System for Calculating/Re-calculating GPA. GPA is based on cumulative semester grades and includes all AP, Honors, and College Preparatory courses.

A chart is used for the calculation of class rank. This chart is available through the Guidance Department. When the rank is computed, each course is assigned a numerical value from the chart. This numerical value is assigned to each grade on the report card each quarter. The values are totaled and averaged by dividing by the total number of courses per year or for as many quarters and courses that are being computed. All courses will be calculated with the exception of courses graded on a pass/fail basis. Class Rank will be calculated on a minimum of five courses. In the case of a student taking fewer than seven courses, which are included in the class rank, the average of numerical values should be based on that number of courses.

To be a speaker at graduation, or to be ranked in the Top Ten students, a student must have completed 75% (15 credits) of his or her education (course work) at Malden High School. Senior rankings are official at the end of the third quarter for graduation speaking purposes.

Summer school credit recovery is accepted, not to exceed 4 credits. Students must pass Physical Education. Students who receive an F are ineligible for that season's tryout. A grade of incomplete (INC) renders a student ineligible until the grade is made up following school policy.

PERSONAL ITEMS & PROHIBITED ARTIFACTS

Personal Items

Students are expected to be responsible for their own personal items. The school will not assume responsibility for valuables left in desks, homerooms, coat pockets, or unlocked lockers.

Parents/caregivers should put name labels on all students' personal belongings. These markings will help school staff locate lost items.

Bicycles, Roller Blades, Skateboards & Scooters

Students who take the above forms of transportation to and from school should secure their method of transportation to the bike racks outside of the school. These items are not allowed in the school building and may not be used during school hours. Students should bring their own bicycle locks or otherwise ensure the security of their personal transportation methods while stored outside of the school building. The school will not assume responsibility for any bicycles or other methods of transportation.

Prohibited Items

The following articles will be considered inappropriate and not allowed to be used inside of the school building:

- Roller blades and/or skateboards (Please see section above)
- Scooters (Please see section above)
- Bicycles (Please see section above)
- Segways
- Hoverboards
- Laser Pointers, which are considered dangerous weapons and will be confiscated permanently
- Dangerous Weapons
- Alcohol, Tobacco, and Drugs as defined under G. L. c. 94C
- Lighters and matches
- Electronic cigarettes, vaporizers
- Firearms
- Firecrackers

Any student in possession of the stated articles, not including dangerous weapons, alcohol, tobacco, or drugs, will have the following occur:

FIRST TIME – Said article will be taken from a student and may be picked up after school. SECOND TIME – Said article will be taken from student and returned to parents/caregivers only.

Dangerous weapons, alcohol, tobacco, and drugs will be confiscated and disposed of, or provided to law enforcement. The student will also face disciplinary consequences and their actions may be referred to law enforcement and parents/caregivers.

Cell Phone Policy

Malden Public Schools cell phone privileges for PreK-Grade 8 students and Grades 9-12 students are as follows:

Grades: PreK-8

The use of electronic devices such as cell phones, earbuds, and headphones in classrooms is strictly prohibited. All such devices should be placed in teacher-designated areas.

Though teachers have much latitude around cell phones in class, it should not be used as the primary media for school work; students should have and use a chromebook or computer.

Grades: 9- 12

The use of electronic devices such as cell phones, earbuds, and headphones in classrooms is strictly prohibited. All such devices should be AWAY/OUT OF SIGHT (i.e., in backpacks or teacher-designated areas). "Use" includes texting, social media, checking email, and having the cell phone face down on the desk. The only time it is acceptable to use an electronic device (cell phone, headphones, etc) is with EXPLICIT permission from teachers. In this case, the use of a cell phone is written into the lesson plan.

Grades PreK-12

Consequences for Violating Cell Phone Policy

If students violate the school's cell phone policy, the following may occur:

First offense: The student's cell phone will be confiscated by their Assistant /House Principal or designated faculty member and held until the end of the school day before the student can pick it up. Their teacher will notify their parent/caregiver of the incident and explain the cell phone policy.

Second offense: The student's cell phone will be confiscated and held in the Assistant/House Principal's office until the end of the school day. The student's parents/caregivers will be contacted and informed that they must pick up the cell phone.

Third offense: The student's cell phone will be confiscated and held in the Assistant/House Principal's office until the student's parents/caregivers are able to come to pick it up. The cell phone must remain at home for a period of 4 weeks. If the student is observed with the phone during this period, the phone will need to remain home for the remainder of the academic school year and a suspension hearing will be held with the House Principal.

**MPS is not liable or responsible for lost, stolen or damaged cell phones or other devices. MPS will not investigate any loss, theft, or damage, therefore students are strongly advised to store their devices in their lockers, in their bags, or at home.*

***The MPS administration reserves the right to adjust these consequences on a case-by-case basis if needed. For example, extreme behaviors that break the law or engage in cyber bullying or harassment of other students may result in suspension and/phone privilege revocation.*

Student Lockers

Schools assign lockers or cubby spaces to each student to store their school supplies and personal belongings. It is important for parents/caregivers and students to understand that lockers remain the

property of the Malden Public Schools while students are using them. [School staff have the right to search lockers and any personal items inside the locker](#) (such as coat pockets).

School staff inspect all lockers at least once a year for general clean-up. They also inspect lockers when they suspect a safety or security problem. Any illegal, prohibited, or potentially dangerous items, or evidence of a crime found during a locker search will be given to the appropriate authorities.

Each school has different locker procedures on how they assign lockers to students.

[Locker Searches](#)

Students' personal belongings, desks, lockers, and vehicles may be subject to search by school personnel when school administrators have reasonable grounds to believe that a search will reveal evidence that a student has violated the law and/or the school rules. Ordinarily, searches will be conducted by a member of the school administration in the presence of another adult. As soon as is practicable after the conclusion of a search, the parents/guardians of the student will be notified. Similarly, if a search uncovers objects prohibited by school rules, or which may be otherwise disruptive to the educational environment, these objects may be retained by school officials and returned later to the student or his/her parents/guardians. Searches may include the use of canines.

Search Procedures

1. It is prohibited to store any illegal items/substances in violation of any school rule in a locker. Items/substances prohibited from being in lockers include: guns, knives, weapons (real or fake), illegal drugs, alcoholic beverages, fireworks, explosives, fire/smoke/odor producing products, and any other article not permitted in school.
2. At the discretion of a School Administrator, a student's locker, backpack, and personal belongings may be searched when there is reasonable grounds to believe that prohibited items/substances may be found and when the student is on school grounds, or at a school-sponsored or school-related event. Should prohibited items/substances be found, they will be seized.
3. A search of a student's belongings will be performed and seizure of prohibited items/substances discovered in the course of such a search will occur only if there exist reasonable grounds for suspecting that the student has violated, or is violating, either the law or the rules of the school. The search will be conducted in a manner reasonably related to its objectives, and will not be excessively intrusive in light of the age and the gender of the student and the nature of the infraction.
4. When possible within reason, a search of a student will be made in the presence of a School Administrator accompanied by another adult.
5. When possible within reason, a search of a student's automobile parked on school grounds will be in the presence of the student(s) whose conduct is under scrutiny and in the presence of a school official.
6. Should a search reveal objects or substances, the possession of which may give rise to a crime, notice will be given to the police. In the event of the questioning, custody or arrest of students by law enforcement officials, the school Principal, or his/her designee, will be present when possible. The Principal will request that all procedural safeguards are observed and that parents are notified.

Vandalism Policy

The School Committee recognizes that acts of vandalism committed against public and private property are costly and require positive action through educational programs. Consequently, the Committee will support various programs aimed at reducing the amount of vandalism.

The School Committee expects that all individuals who use and enter Malden Public Schools buildings and premises will respect, appreciate and value the work that staff do every single day to keep buildings/premises safe and welcoming for the students, staff, and the community.

Every citizen of the city, staff members, students, and members of the police department are urged by the School Committee to cooperate in reporting any incidents of vandalism to property under control of the school department, and the name(s) of the person or persons believed to be responsible. Each employee will report to the Principal of the school every incident of vandalism known to them and, if known, the names of those responsible.

The Superintendent is authorized to sign a criminal complaint and to press the charges against perpetrators of vandalism against school property, and is further authorized to delegate, as they see fit, authority to sign such complaints and to press charges.

Parents/guardians and students will be made aware of the legal implications involved. Reimbursement will be sought for all or part of any damages.

Definition

Vandalism is defined as the willful or malicious destruction or damaging of private or public property in a manner that defaces, mars, or otherwise adds a physical blemish that diminishes the property's value. Vandalism includes graffiti, and defacing and/or destroying school equipment, buildings, or property in any way (classrooms, offices, shared areas, playgrounds, etc). Graffiti that includes hate speech or hate symbols can be considered a hate crime.

Vandalism includes willful damage to district technology including electronic hardware and software. Vandalism includes unauthorized modifications, installing or removing programs, tampering with restricted files, changing settings on any computer or technology resource that should only be changed by an administrator.

The Malden Public Schools assigns a laptop to each student in grades 1-12. Each laptop must be returned to the school at the end of the school year in good working condition within the usual usage period. If a laptop or any other electronic devices assigned to the student is vandalized or intentionally damaged, parents/caregivers will incur a financial penalty to cover the full cost of replacement. **The district does not have insurance or the means to replace or cover the technology damage.**

Hazing

All students should understand that hazing, defined as any conduct or behavior, which willfully, or recklessly, endangers the physical or mental health of any student or person, is a crime (See Appendix: pp. I, M.G.L. Chapter 269). Thus, hazing, or any behavior which can be construed to have the effect of hazing is prohibited while students are on school grounds, or at school-sponsored or school-related events. Those having knowledge of such behavior are required to inform a teacher, or other school official, of it.

Bullying Prevention and Intervention

The Malden Public Schools prohibits all forms of bullying in school or at school-sponsored events/activities, whether on or off campus. All forms of bullying at school will be subject to disciplinary actions, which may include suspension. Off campus bullying which causes a disruption within the school setting may be grounds for disciplinary action. Relevant sections of the law (M.G.L. c. 71, § 37O) are described below.

Definitions

- **Perpetrator** is a student or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor or an extracurricular activity or para- professional who engages in bullying, cyberbullying, or retaliation.
- **Bullying** is the repeated use by one or more students or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor of an extracurricular activity or ESP of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:
 - causes physical or emotional harm to the target or damage to the target's property;
 - places the target in reasonable fear of harm to himself/herself or of damage to his/her property;
 - creates a hostile environment at school for the target;
 - infringes on the rights of the target at school; or
 - materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyberbullying.
- **Cyberbullying** is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.
- **Hostile environment** is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.
- **Target** is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.
- **Retaliation** is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Prohibition Against Bullying

Bullying is prohibited:

- on school grounds,
- property immediately adjacent to school grounds,
- at a school-sponsored or school-related activity, function, or program whether on or off school grounds,
- at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school,

- through the use of technology or an electronic device that is owned, leased, or used by a school district or school (for example on a computer or over the Internet),
- at any program or location that is not school-related, or through the use of personal technology or electronic devices, if the bullying creates a hostile environment at school, or material and substantially disrupts the education process or the orderly operation of a school.
- Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is prohibited.

Reporting Bullying

Anyone, including a parent or guardian, student, or school staff member, can report bullying or retaliation. Reports can be made in writing or orally to the Principal or another staff member, or reports may be made anonymously.

School staff members must report immediately to the Principal or his/her designee if they witness or become aware of bullying or retaliation. Staff members include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity or ESP. Principals will investigate reports of bullying in accordance with Malden Public Schools Bullying Prevention and Intervention Plan.

Student Record Regulations & FERPA

The Family Educational Rights and Privacy Act (FERPA) is a federal law that provides two basic rights to parents in regards to student records:

1. The right to inspect and review their child's education records
2. The right to prevent unauthorized persons from seeing the same records

The Commonwealth's student record regulations (603 CMR 23.00) are designed to ensure parents and students of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in carrying out their responsibilities under state and federal law.

To request records, please send a written request to your child's school and/or to the Assistant Superintendent for Student Services, 110 Pleasant Street, Malden, MA and can be reached at 781-397-7245

Description

Student records consist of all information kept by the school and organized in a manner such that a student may be individually identified. Student records include both the Permanent Record (transcript) and a Temporary Record. The transcript shall contain the minimum data necessary to reflect a student's educational progress. This data shall be limited to the student's name, address and phone number; birth date; the name, address, and phone number of parent/guardian; course titles, grades (or the equivalent when grades are not applicable), course credit, grade level completed, and the year completed. A Temporary Record contains the majority of a student's information maintained by the school. This record may include information such as standardized test results, MCAS scores, extracurricular activities, and evaluations by teachers, counselors or other school staff.

Destruction of Records

Following a student's withdrawal, transfer, or graduation from MHS, the only document that will be kept on file in the Guidance Office will be the Transcript/ Permanent Record, which must be kept by the school system for at least sixty (60) years after students leave the system. Upon withdrawal, transfer, or graduation from MHS, students will be given notice at that time of their right to obtain their Temporary Record and that, should a student not obtain it, it will be destroyed by a specified date (which by law must be within seven (7) years of withdrawal, transfer, or graduation). Since there may be some information contained within the folder, such as a student's Health Record, which may be of value in the future, it is suggested that students obtain their Temporary Record and make and keep duplicate copies. If a student received any special education services while at MHS, they may obtain those parts of their Temporary Record from the special education office.

Access by Parents and Students

A parent with physical custody of a student under 18 years of age or a student who has entered the ninth grade or is at least 14 years old ("eligible student"), has the right to inspect and/or copy all portions of the student record upon request. The record must be made available to the parent or eligible student no later than ten days after the request, unless the parent or eligible student consents to a delay or unless the request is made by a non-custodial parent. A reasonable fee may be charged for the cost of copying the record. The parent and eligible student also have the right to amend the student record or to request deletion of certain information. Instruction on how to do this may be obtained from the Registrar's office. The parent and eligible student may also request to have parts of the record interpreted by qualified school personnel or may have the student record inspected or interpreted by a third party of their choice. Such third party shall present specific written consent of the eligible student or parent, prior to gaining access to the student record

Access Procedures for Non-Custodial Parents

State law mandates standard procedures for making student records available to a non-custodial parent. Under M.G.L., Chapter 71, Section 34H, a non-custodial parent is one who does not have physical custody of their child. Such parents must submit a written request to the school principal annually in order to obtain a copy and/or access to their child's record. For more information about making this type of request, contact the Assistant Superintendent for Student Services located at 110 Pleasant Street, Malden, MA, 781-397-7245

Access by Third Parties

With a few exceptions, information in a student's record will not be released to a third party without the written consent of the eligible student and/or a parent having physical custody of a student under 18 years of age. These exceptions are set forth in the federal statute "FERPA", 20 U.S.C., § 1232g and 34 CFR Part 99, and in the Massachusetts regulations, 603 CMR 23.00. In addition, the following information will be released as a routine matter unless a student or parent follows the objection process set forth at the end of this section.

- **Directory Information:** A student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post high school plans.

- **Recruiting information for the Armed Forces and Post-Secondary Educational Institutions:** Upon request from military recruiters and/or representatives of post-secondary educational institutions, the Malden Public Schools will provide the name, address and telephone listing for all secondary students. If an eligible student and/or parent does not want Directory Information or Recruiting Information released, they must notify the MPS Welcome Center in writing no later than September 15 of the year in which they first enroll in MHS. Otherwise, said information will be released. A written objection received in accordance with this procedure shall be treated as continuing in effect during a student's enrollment in MHS until and unless the eligible student and/or parent notifies the Welcome Center in writing that the objection to release is removed.

Amendments to Records

The eligible student and their parent, or either one, has the right to add information or other relevant material to the record. They also have the right to request the deletion or amendment of any information in the record. The school Principal or their designee is required to make a decision regarding such a request which may be appealed first to the Superintendent and then to the School Committee.

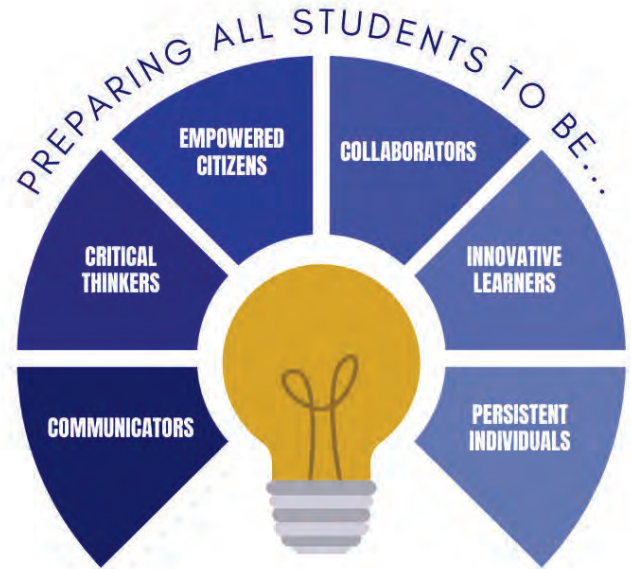
Filing a Complaint

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

VISION OF A 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

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.

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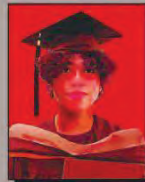
- Actively contribute [and compromise] to reach a common goal
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GENERAL INFORMATION



2024-25 REPORT CARD SCHEDULE

Quarters Grades PK-8

	Term 1	Term 2	Term 3	Term 4
Term Dates	Aug 28 - Nov 4, 2024 (45 days)	Nov 6, 2024 - Jan 24, 2025 (46 days)	Jan 27 - April 4, 2025 (45 days)	April 7 - June 13, 2025 (44 days)
Progress Reports Grading Window	October 2 - 9, 2024	December 11- 18, 2024	March 5 - 12, 2025	May 13 - May 20, 2025
Distribute Progress Reports	October 10, 2024	December 19, 2024	March 13, 2025	May 21, 2025
Report Card Grading Window	November 6-14, 2024	January 27-Feb. 3, 2025	April 7 - 14, 2025	June 5 - 12, 2025
Distribute Report Cards	November 15, 2024	Feb. 6, 2025	April 15, 2025	June 13, 2025*
PRE-K - ELC	Report cards sent home: Feb. 6-7, 2025 Parent Conference: Feb. 10-14, 2025		Report Card sent home: June 12-13, 2025	

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
Term Dates	Aug 28 - Nov 4, 2024 (45 days)	Nov 6 - Jan 24, 2025 (46 days)	Jan 27 - April 4, 2025 (45 days)	April 7- June 13, 2025 (44 days)	April 4 - May 23, 2025 (31 days)
Progress Reports Grading Window	October 2 - 9, 2024	Dec. 11-18, 2024	March 5 - 12, 2025	May 13 - 20, 2025	May 1 - 8, 2025
Distribute Progress Reports	October 10, 2024	December 19, 2024	March 13, 2025	May 21, 2025	May 9, 2025
Report Card Grading Window	Nov. 6-14, 2024	Jan 27-Feb 3 2025	April 7 - 14, 2025	June 5 - 12, 2025	May 15 - 22, 2025*
Distribute Report Cards	November 15, 2024	Feb. 6, 2025	April 15, 2025	June 13, 2025*	May 23, 2025

Notes: *Dates might change due to snow days.

OPEN HOUSE & CAREGIVER/TEACHER CONFERENCES SCHEDULE

ACTIVITY	2024-2025	2024-2025 BACKUP DATES
BEEBE		
Open House	09/11/24 6:00-7:30 pm	09/12/24 6:00-7:30 pm
Caregivers / Teacher Conferences	11/20/24 5:30-7:00 pm	11/21/24 5:30-7:00 pm
Caregivers / Teacher Conferences	3/19/25 3:30-5:00 pm	3/20/25 3:30-5:00 pm
ELC		
Open House	8/29/2024 4:00- 5:30 pm Preschool Screening: 8/29-9/5	8/29/24
Caregivers / Teacher Conferences	2/10-2/14 90 minute slots 2:30 pm-5:30 pm Teacher pick 2 dates: early and late	N/A
FERRYWAY		
Open House	9/ 11/2024 5:30-7:00 pm	9/18/2024 5:30-7:00 pm
Caregivers / Teacher Conferences	11/21/2024 6:00-7:30 pm	12/05/2024 6:00-7:30 pm
Caregivers / Teacher Conferences	2/11/2025 3:30-5:00 pm	2/13/2025 3:30-5:00 pm
FORESTDALE		
Open House	9/12/2024 5:30 - 7:00 pm	9/13/2024 5:30 - 7:00 pm
Caregivers / Teacher Conferences	11/20/2024 5:30 - 7:00 pm	11/21/2024 5:30 - 7:00 pm
Caregivers / Teacher Conferences	2/12/2025 3:30 - 5:00 pm	2/13/2025 3:30 - 5:00 pm

ACTIVITY	2024-2025	2024-2025 BACKUP DATES
LINDEN		
Open House	9/11/2024 5:30-7:00 pm	9/12/2024 5:30-7:00 pm
Caregivers / Teacher Conferences	11/26/2024 5:30-7:00 pm	12/3/2024 5:30-7:00 pm
Caregivers / Teacher Conferences	3/19/2025 3:30-5:00 pm	3/20/2024 3:30-5:00 pm
MHS		
Open House	9/19/2024 6:00-7:30 pm	9/26/2024 6:00-7:30 pm
Caregivers / Teacher Conferences	12/5/2024 6:00-7:30 pm	12/12/2024 6:00-7:30 pm
Caregivers / Teacher Conferences	2/13/2025 3:30-5:00 pm	2/27/2025 3:30-5:00 pm
SALEMWOOD		
Open House	9/17/24 6:00 - 7:30 pm	9/18/24 6:00 - 7:30 pm
Caregivers / Teacher Conferences	11/19/24 6:00 - 7:30 pm	11/20/24 6:00 - 7:30 pm
Caregivers / Teacher Conferences	3/18/25 3:30-5:00 pm	3/19/24 3:30-5:00 pm

MPS Elementary Grading System: K-8

MPS K-4 Grading System		
Grade Band	Individual Performance for Overall Grade	Rating
K-4	<p>ES = Exceeds Standard The student exceeds the standards by independently applying and utilizing concepts and skills.</p> <p>MS = Meets Standard The student is able to complete this task or exhibit this behavior independently or with limited teacher support.</p> <p>PS = Progressing (or approaching) Standard 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>NM = Does not meet standard (needs improvement) The student needs significant teacher support in order to attempt to do this task or exhibit this behavior.</p> <p>NA = Not addressed this quarter 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

MBTA Student “Charlie Card”

The MBTA provides students 12 years of age with Charlie Cards (allowing students a discount) at the beginning of the school year. Students can get cards in the schools’ Main Office. Students put their own money on the cards.

Pick-up/Drop-off Procedures

First drop off can be done once entering school grounds, please have students exit the right side of your vehicle closest to the sidewalk. Do not wait until your student enters school.

Please drop off student and move your vehicle without blocking other cars

During pick up please do not double park, block the pickup area, or leave your vehicle unattended. Please contact your student before pick up to make sure your student is going to be waiting for you at the pick up area. Please ask your student to enter the vehicle on the right side of the vehicle.

Please refrain from parking in or blocking the handicapped parking spots. Those spots are for those that have handicapped placards or license plates. They must be respected.

Please do not park or block any access points that need to be open for emergency vehicles, Fire Trucks, Ambulances, and Police need to be able to respond to emergencies in a timely manner.

Please do not block other cars in, or leave vehicles unattended blocking others in.

Please do not leave cars idling on school property.

Please remain patient during drop off and pick up, we have a lot of vehicles accessing a small area.

Please do not use your horn around the school, we have many students that are sensitive to loud noise and it’s not polite.

Student ID Policy

All MHS students are issued an ID. IDs are required to purchase a school lunch. Replacements are \$5.00.

Non-Discrimination and Complaint Policies

Non-Discrimination Policy

The Malden Public Schools has a commitment to maintaining an educational environment where bigotry and intolerance, including discrimination and/or harassment is prohibited on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, age, ancestry, veteran status, genetic information, limited speaking ability, homelessness or any other class protected by the state or federal law in its educational programs, activities or employment policies . Discrimination, including harassment, is contrary to the mission of the Malden Public Schools and its commitment to equal opportunity in education.

It will be a violation of this policy for any student, district employee or third party based on a student’s, employee’s or third party’s actual or perceived protected class status to: (1) harass a student, district employee or third party through conduct or communication (e.g., physical, verbal, graphic or written) or to

(2) inflict, threaten to inflict or attempt to inflict violence; or to (3) discriminate against a student, District employee or third party.

This policy applies to all of the academic and nonacademic (for example, athletic and extracurricular) programs of the district and will be enforced before, during, or after school hours on all school property, including the school bus, school functions, or events held at other locations. The policy also applies to any off-campus conduct that causes or threatens to cause a substantial and material disruption at school, or interferes with the rights of students, employees or third parties to be free from a hostile school environment, taking into consideration the totality of the circumstances on and off campus. Any retaliation against an individual who has complained about discrimination, including harassment, or any retaliation against any individual who has cooperated with an investigation of a discrimination, harassment or retaliation complaint, is also unlawful and will not be tolerated.

The Malden Public Schools takes allegations of discrimination, including harassment, seriously and will respond promptly to complaints that are known or reasonably should be known by the Malden Public Schools. Where it is determined that conduct that violates the law and this policy has occurred, the Malden Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include school-related discipline.

Student Complaints

Malden Public Schools expects that if a student has a problem, request, or grievance, he/she will refer it directly to a teacher, guidance counselor, assistant principal, principal, or other trusted adult depending on the nature of the issue.

Complaints : Reporting Complaints of Discrimination and Harassment

If any Malden Public Schools student, parent/caregivers, visitor or employee believes, in good faith, that he or she has been subjected to any other form of harassment or discrimination described above or who has witnessed or learns about the harassment or discrimination of another person in the school environment has a right to file a complaint with the Malden Public Schools. This may be done informally or formally

Teachers or other staff members who observe or receive reports of incidents of harassment or discrimination involving students shall report such incidents immediately to the student's Principal. Delays between the date of the alleged incident and the reporting date may make investigations more difficult. Individuals aware of harassment or discrimination involving any employee or if a Principal is the person alleged to be engaged in the discrimination/harassment shall report such incidents to the Civil Rights Coordinator, listed below, or to the Superintendent.

Please note that while these procedures relate to the Malden Public Schools' policy of promoting an educational setting free from discrimination and harassment, including sexual harassment, as detailed further in this policy, these procedures are not designed nor intended to limit the Malden Public Schools' authority to discipline or take remedial action for conduct which the Malden Public Schools deems unacceptable.

District Contact

District Civil Rights Coordinator for Title VI (race, color, national origin); Title IX (sex); Section 504 (disability); Title II of the ADA (disability); Religion, Sexual Orientation, Gender Identity and Age is: Assistant Superintendent of Student Services. The Assistant Superintendent of Student Service is located at 110 Pleasant Street, Malden, Ma and can be reached at 781-397-7245.

Discrimination/Harassment Complaint Procedures

Where to File a Complaint

Any Malden Public School student, employee, or third party who believes that a Malden Public School student, employee, or third party has discriminated against or harassed them because of their race, color, national origin, sex, disability, or age in admission to, access to, treatment in, or employment in its services, programs, or activities may file a complaint with the Office of Human Resources.

Contents of Complaints & Timeline for Filing

Complaints under this procedure must be filed within twenty (20) days of the alleged discrimination or harassment. Complaints filed after this 20 day period will be accepted, however, the investigation may be impacted due to the passage of time. Complaints may be submitted orally or in writing. The complainant may select another person to help with the filing of the complaint. Any responsible employee who receives an oral complaint will memorialize the allegations in writing and forward the written allegations to the Office of the Superintendent or the Superintendent's designee by the following school day. The written complaint should include the following information:

1. The name and grade level (or address and telephone number if not a student or employee) of the complainant;
2. The name (and address and telephone number if not a student or employee) of the complainant's representative, if any;
3. The name(s) of the person(s) alleged to have committed or caused the discriminatory or harassing action, or event (respondent);
4. A description, in as much detail as possible, of the alleged discrimination or harassment;
5. The date(s), time(s), and location(s) of the alleged discrimination or harassment;
6. The names of all persons who have knowledge about the alleged discrimination or harassment (witnesses) as can be reasonably determined; and
7. A description, in as much detail as possible, of how the complainant wishes to see the matter resolved.

Investigations & Resolution of the Complaint

Complaints will be investigated promptly and resolved as quickly as possible. Due process procedures apply to issues of identification, evaluation, and placement under Section 504. Any person who alleges discrimination on the basis of a disability relative to the identification, evaluation, or educational placement of a person, who because of a disability is believed to need regular or special instruction and related aids or services, pursuant to Section 504 of the Rehabilitation Act of 1973, Massachusetts General Law chapter 71B, and/or the Individuals with Disabilities Education Act may use the procedure outlined in the Massachusetts Department of Elementary and Secondary Education's Parents' Rights Brochure, rather than this procedure. Information on this alternative process may be obtained from the Assistant Superintendent for Student Services.

The Discrimination/Harassment Complaint Procedure applies to issues of disability discrimination and harassment. Respondents will be informed of the charges as soon as the grievance officer deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated, and in no case later than fifteen (15) school days following receipt of the complaint. The grievance officer will interview witnesses who are deemed to be necessary and appropriate to determine

the facts relevant to the complaint, and will gather other pertinent information. Interviews of students will be conducted in such a way as to reflect the age and emotional condition of the student. The complainant(s) and respondent(s) shall have an equal opportunity to present witnesses and other evidence. Such interviews and gathering of information will be completed within fifteen (15) school days of the receipt of the complaint.

Within twenty (20) school days of receiving the complaint, the grievance officer will meet with the complainant and/or his/her representative and the respondent and/or his/her representative to review information gathered and, if appropriate, to propose a resolution designed to stop the discrimination or harassment, prevent its recurrence and to correct its effect.

Within ten (10) school days of meeting with the complainant and/or his/her representative and the respondent and/or his/her representative, the grievance officer will provide written disposition of the complaint to the complainant and/or his/her representative and to the respondent(s) and/or his/her representative, including a statement regarding whether the complaint was found to be credible and whether discrimination was found to have occurred. Where the grievance officer finds that discrimination has occurred, Malden Public Schools will take steps that are reasonably calculated to end discrimination that has been found; prevent recurrence of any discrimination, and correct its discriminatory effects on the complainant and others, if appropriate. The grievance officer will contact the complainant within 10 school days following conclusion of the investigation to assess whether there has been on-going discrimination or retaliation, and to determine whether additional supportive measures are needed. If the grievance officer determines that additional supportive measures are needed, he or she shall offer such measures to the complainant within fifteen school days following conclusion of the investigation.

Notwithstanding the above, it is understood that in the event a resolution contemplated by the grievance officer involves disciplinary action against an individual, the complainant will not be informed of such disciplinary action, unless it directly involves the complainant (e.g., a directive to “stay away” from the complainant, as might occur as a result of a complaint of harassment). Any disciplinary action imposed upon an individual will be subject to applicable procedural requirements. All the timelines indicated above will be implemented as specified, unless the nature of the investigation or exigent circumstances prevent such implementation in which case the matter will be completed as quickly as practicable. If the timelines specified above are not met, the reason(s) for not meeting them must be clearly documented.

Confidentiality of complainants/respondents and witnesses will be maintained, to the extent consistent with the obligations of the Malden Public Schools relating to the investigation of complaints and the due process rights of individuals affected.

Retaliation Prohibited

Retaliation against someone because they have filed a complaint under this procedure is strictly forbidden. Retaliation against someone who has participated in an investigation is strictly prohibited. Malden Public Schools will take appropriate steps as necessary to prevent retaliation. Acts of retaliation may result in disciplinary action, up to and including suspension or expulsion/discharge.

Upon request, the grievance officer will provide the complainant with the names and addresses of those state and federal agencies which handle discrimination and harassment matters.

Title IX Notice & Sexual Harassment Complaint Procedures

Title IX of the Education Amendments of 1972 states: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance. 20 USC §1681.

Sexual harassment, including sexual violence, is unlawful sex discrimination. As required by Title IX and in compliance with Title IX, the Malden Public Schools does not discriminate on the basis of sex in its education programs or activities including in its admission or employment practices. Inquiries regarding the application of Title IX to the Malden Public Schools education program and activities are directed to the Title IX Coordinator.

The following conduct constitutes sexual harassment:

- A school employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct (often called "quid pro quo" harassment);
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
- Sexual assault, dating violence, domestic violence, or stalking (as those offenses are defined in the Clery Act, 20 U.S.C. § 1092(f), and the Violence Against Women Act, 34 U.S.C. § 12291(a)).

How to Report Sex Discrimination, including Sexual Harassment

Any person may report sex discrimination, including sexual harassment in person, by mail, by telephone, or by electronic mail, to the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Reports may be made at any time by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

Pamela MacDonald, Title IX Coordinator
Assistant Superintendent for Student Services
Malden Public Schools
110 Pleasant Street
Malden, MA
781-397-7245 or pmacdonald@maldenps.org

How to File a Formal Complaint for Sexual Harassment

- A complainant may file a formal complaint with the Title IX Coordinator by mail, email, telephone or in person. The Title IX Coordinator may also initiate a formal complaint.
- Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
- Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that Malden Public Schools investigate the allegation.

How MPS will Respond to a Complaint

The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures.

Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent. Supportive measures are offered whether or not the complainant files a formal complaint and are designed to restore or preserve equal access to the education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or deter sexual harassment. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. The Title IX Coordinator must treat complainants and respondents equitably and offer supportive measures to the complainant and respondent.

The Malden Public Schools may remove a respondent from school or an activity on an emergency basis, provided that an individualized safety and risk analysis determines that there is an immediate threat to the physical health or safety of any student or other individual. Respondents removed on an emergency basis will receive notice and an opportunity to challenge the decision immediately following the removal.

This provision may not modify any rights for students with disabilities.

Complaint Process

In response to a formal complaint, Malden Public Schools will adhere to the following grievance process.

1. **Written Notice:** Upon receipt of a formal complaint, the Title IX Coordinator will provide written notice to the parties who are known. The written notice shall include:
 - a. Notice of the complaint process, including notice of informal resolution process;
 - b. Notice of the allegations that includes sufficient details known at the time and with sufficient time to prepare a response before any initial interview;
 - c. Notice that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.
 - d. Notice that the parties may have an advisor of their choice and may inspect and review evidence; and
 - e. Notice that the Malden Public Schools code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If any new allegations arise during the grievance process, the Title IX Coordinator will provide written notice of the additional allegations to the parties whose identities are known.

2. **Investigation:** The Malden Public Schools will investigate the allegations in the formal complaint. MPS will use trained personnel to objectively evaluate all relevant evidence without prejudgment of the facts at issue and free from conflicts of interest or bias for or against either party.
 - a. The MPS may dismiss the formal complaint if:

- The conduct alleged would not constitute sexual harassment even if proved, did not occur in a Malden Public Schools' education program or activity, or did not occur in the United States.
 - The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint of any of the allegations in the formal complaint, or if the respondent is no longer enrolled or employed by the MPS; or specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint.
- b. Upon a dismissal, the Title IX Coordinator will promptly send written notice for the dismissal and reason(s) therefore simultaneously to the parties.
- c. When investigating a formal complaint and throughout the grievance process, the MPS will:
- Apply a presumption of innocence, and ensure that the burden of proof and the burden of gathering evidence rests on the MPS and not on the parties;
 - Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
 - Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
 - Protect parties' privacy by requiring a party's written consent before using the party's medical, psychological or similar treatment records during the grievance process;
 - Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney;
 - Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
 - Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint;
 - Prior to the completion of an investigative report, send to each party and the party's advisor the evidence subject to inspection and review and provide the parties at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.
 - Create an investigative report that fairly summarizes relevant evidence for their review and written response.

The investigator shall strive to complete investigations within thirty (30) school days of the filing of the formal complaint. Although the District's goal is to complete investigations generally within thirty (30) school days, the time may be extended for good cause upon written notice to the complainant and respondent. Additionally, the timeline for investigation may be suspended during any informal resolution procedure or meeting.

3. Determination regarding responsibility: The decision-maker, who shall not be the investigator or the Title IX Coordinator, will provide each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Complainants may not be asked inappropriate questions about prior sexual history. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

- The decision-maker must issue a written determination regarding responsibility. To reach this determination, the decision maker shall apply a preponderance of the evidence standard.

Preponderance of the evidence means that it is more likely than not that the alleged conduct occurred.

- The decision maker shall review all of the evidence and issue a written determination within fifteen (15) school days of receipt of the matter from the investigator, absent extenuating circumstances.
- The Title IX Coordinator is responsible for effective implementation of any remedies.

4. Appeals: Either party may appeal the determination regarding responsibility (or from a dismissal) on the following grounds:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against the complainant or respondents generally or individually that affected the outcome of the matter.
- Appeals must be submitted to the Title IX Coordinator within five (5) school days of receipt of the written determination and contain a written statement in support or challenge of the outcome. In the event of an appeal, the Title IX Coordinator will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.

5. Informal Resolution: An informal resolution process is available when a formal complaint is filed. Informal resolution process is available without a full investigation and nothing in the informal process shall preclude the parties from resuming a formal complaint process. Participation is voluntary and written consent is required. An informal resolution process is not permitted to resolve allegations that an employee sexually harassed a student.

6. Record Keeping: The Malden Public Schools will maintain records regarding sexual harassment reports and complaints for a period of seven years.

Retaliation Prohibited

Retaliation is prohibited against any individual, including complainants, respondents, and witnesses for reporting sexual harassment, participating (or refusing to participate) in any investigation/grievance process. Individuals may report retaliation to the Title IX Coordinator who will investigate and take measures to protect individuals from retaliation.

Complaints of Discrimination and/or Harassment on the basis of sex may also be reported to:

The Office for Civil Rights, US Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921

Telephone: 617-289-0111, FAX: 617-289-0150
Electronic Mail: OCR.Boston@ed.gov

HOMELESS STUDENTS

Enrollment Rights & Services

As required by law, Malden Public Schools will work with homeless children and youth and unaccompanied youth (collectively, "homeless students") as well as their families or legal guardians to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable preschool programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs, summer programming and extracurricular activities.

Malden's Homeless Liaison is: Emily Jordin ejodoin@maldenps.org

Definition

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; and
7. Migratory children living in conditions described in the previous examples.

Students Remaining in Schools of Origin

It is presumed to be in the best interest of homeless students to remain in their schools of origin i.e. the school that the student was attending at the time he or she became homeless, or the last school the student attended prior to becoming homeless. Homeless students may continue to attend their school of origin for as long as they remain homeless or until the end of the academic year in which they obtain permanent housing. For homeless students who complete the final grade level served by the school of origin, the term "school of origin" shall also include the receiving school in the same school district educating students at the next grade level.

Homeless students are entitled to transportation comparable to that provided for all other students attending school in the Malden Public Schools. MPS will transport students who are sheltered or temporarily residing within Malden to the students' school or origin. For homeless students attending a school of origin located outside of the district in which the student is sheltered or temporarily residing, the

District in which the school of origin is located will coordinate with the District in which the student is sheltered or temporarily residing to provide the transportation services necessary for the student, and these districts will divide the cost equally. Formerly homeless students who find permanent housing mid-school year will continue to receive transportation services until the end of the school year.

Students Enrolling in District Where Sheltered or Temporarily Residing

Parents or guardians may elect to enroll homeless students in the school district in which the student is sheltered or temporarily residing, rather than having the student remain in the school of origin. Enrollment changes for homeless students should take place immediately.

If homeless students are unable to provide written proof of their shelter or temporary residence in the district, the homeless liaison will work with the family seeking enrollment to determine homelessness. Information regarding a homeless student's living arrangement shall be considered a student education record, and not directory information. Records containing information about the homeless student's living arrangement may not be disclosed without the consent of the parent or satisfaction of another student-privacy related exemption.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

Dispute Resolution

If the MPS disagrees with a parent or guardian's decision to keep a student enrolled in the school of origin and considers enrollment in the district where the student is sheltered or temporarily residing to be in the student's best interest, the district will explain to the parent, in writing and in a language the parent can understand, the rationale for its determination and provide parent with written notice of their rights to appeal the district's determination to the Massachusetts Department of Elementary and Secondary Education. During the pendency of any such appeal, the student should remain enrolled in the school selected by the parent or guardian, receiving transportation to school and access to other available services and programs.

The Massachusetts Department of Elementary and Secondary Education's Advisory on Homeless Education Assistance contains additional information about educating homeless students and the appeal process. This advisory is available at the following link:

<http://www.doe.mass.edu/mv/haa/mckinney-vento.docx>

Homeless Liaison

The Superintendent designates an appropriate staff person to be the district's liaison for homeless students and their families. The district's liaison for homeless students and their families coordinates with local social

service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in locations such as schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students. The liaison shall ensure district staff receive professional development and other support on issues involving homeless students.

Malden's liaison is: Emily Jordin ejodoin@maldenps.org

Educational Stability for Children in Foster Care

The purpose of this policy is to ensure the educational stability of students in foster care. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting all efforts to ensure that students in foster care have equal access to high-quality, stable educational experiences from preschool (if offered) through high school graduation.

Irrespective of the location of a foster care placement, students in foster care will continue to attend their school of origin, unless after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the district in which the student resides in foster care.

Enrollment of students in the District where they reside in foster care will take place immediately upon such a determination.

The District has designated a point of contact for students in foster care. The District and the point of contact will collaborate with DCF to ensure that students can access transportation and the other services to which they may be entitled.

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (or, if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when appropriate) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student to account for unique factors about the student and his or her foster care placement. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care; however, DCF will finalize the best interest determination if the relevant parties cannot agree on the best school for the student to attend.

MPS can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. To the extent feasible and appropriate, the District will ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

Transportation

The district of origin must collaborate with DCF on how transportation will be arranged and provided to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be immediately enrolled in the district in which he or she resides in foster care. During enrollment of students in foster care, DCF representatives will present the District with a form indicating that the student is in foster care, along with a state-agency identification badge.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to students in foster care (homeless families) on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

Educational Opportunities for Military Children

To facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the MPS because of their parents or guardians being on active duty in the U.S. Armed Services, MPS supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The District believes it is appropriate to remove barriers to educational success imposed on children of military families resulting from frequent moves required by parents' or guardians' military deployment.

Definitions

- **Children of military families:** means School aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.
- **Deployment:** The period one month before the service members' departure from their home station on military orders through six months after return to their home station.
- **Education(al) records:** Official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.
- **Eligible students** are children of military families as well as the children of veterans who have been severely injured or medically discharged, and children of active duty personnel who died on active duty. Children of retired active duty personnel are also eligible to receive services for one year following the discharge due to severe injury, or the retirement or death of an active military parent. The Compact does not apply to children of inactive Guard or Reserves, veterans and retired personnel not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

District's Responsibilities to Eligible Military Children

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Upon enrollment of an eligible student, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, the District will assume financial and programmatic responsibility for the special education program of students with existing IEP's drafted in other states.
- As appropriate, the District will exercise the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, also as deemed appropriate.
- Students of active duty personnel shall have additional excused absences, as necessary, for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to continue to attend the school in which he or she was enrolled while living with the custodial parent or guardian, without any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed to facilitate the on-time graduation of the student in accordance with Compact provisions.

CODE OF CONDUCT

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.

Rationale for the Code of Conduct

While attending school during regular hours or during school-sponsored activities, students are expected to follow these basic rules, procedures, and expectations:

1. Students' first priority at school is to learn.
2. Avoid distractions that interfere with or are counter-intuitive to that mission.
3. Be in the assigned place with appropriate materials, ready to work at the designated time that class begins.
4. Keep hands, feet, and objects to yourself and never intentionally harm another student.
5. Use school-appropriate language and behavior at all times while maintaining friendly and courteous behavior.
6. Be polite and respectful to everyone, including students, teachers, administrators, support staff, and visitors.
7. Follow individual teacher instructions, class rules, and expectations at all times.
8. Do not be a bully. If you see someone being bullied, intervene by telling them to stop or immediately report it to school personnel.
9. Do not become a distraction for others. Give every other student the opportunity to maximize their potential. Encourage your fellow students. Never tear them down.

10. School attendance and participation in class are an essential part of the educational process. Regular attendance at school is necessary for student success. Furthermore, it allows students to achieve the maximum possible benefits from their educational experience. All students are encouraged to be present and prompt. School attendance is the responsibility of both parents and students.
11. Represent yourself in a manner that you will be proud of in 10 years. You only get one opportunity to get life right. Take advantage of the opportunities you have at school. They will help you be successful throughout your life.

Our Code of Conduct Philosophy

We, at the Malden Public Schools, embrace all individuals and groups in our community and their roles in society. Malden Public Schools Code of Conduct is aligned with its Equity Mission and Goal. Malden is committed to interrupting inequitable practices, examining biases, and prioritizing the creation of and maintenance of inclusive multicultural school environments for students and adults. No discrimination or harassment of individuals or groups on the grounds of race, color, national origin, religion, sex, citizenship status, disability, age, genetic information, marital status, sexual orientation, gender identity, or military service will occur in any educational program, activity, or employment.

The Malden Public Schools Code of Conduct is intended to be preventative and not punitive; and is based on the idea and principle of positive responses (e.g., interventions and building of skills).

The Code of Conduct is intended to address the root causes of inappropriate behavior, resolving conflict, meeting students' needs, and keeping our students in class and in school. We acknowledge and understand that students may, at times, experience emotional and/or physical stressors that negatively impact their behavior. During these times, students are encouraged to share with a trusted adult. Staff are committed to supporting each student so they are fully able to participate in school every day. We are also committed to developmentally appropriate behavioral interventions.

The Malden Public Schools Code of Conduct was developed in order to create a safe learning environment for all schools, to consistently apply principles of restorative justice and foster the mission and vision of the Malden Public Schools. The Mission and Vision of MPS is as follows; 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. Malden Public Schools students will develop the skills, knowledge, and character necessary to become informed, compassionate, and engaged members of a diverse local community.

The Code of Conduct is based upon the State laws, rules, regulations, and district's policies and expectations, that seek to allow access to education for all while protecting the due process rights of the individual. Discipline, as defined by the Code, must have the qualities of understanding, fairness, flexibility and consistency. It is the responsibility of the school personnel, students, parents/guardians/caregivers, and the community to contribute to a school atmosphere which promotes a safe, healthy, and supportive whole-school environment that is conducive to learning. Preventive and positive discipline is a shared responsibility for students, administrators, teachers, parents/guardians, and the community.

At Malden Public Schools, we believe that students learn best and have the most meaningful access to their education when caregivers, educators, staff, administrators, and students work together

with shared responsibility in creating and sustaining safe, welcoming, inclusive, and consistent learning environments in which all members of the school community are valued.

Rights & Responsibilities

Guidelines for Student Rights & Responsibilities

The School Committee is legally responsible for the establishment of school policy, and every effort should be extended to include in the formulation of school policy consideration for the developing maturity of the student. Concomitant responsibilities flow from the exercise of rights and privileges. Tantalum among these are: (a) respect for oneself; (b) respect for others and their rights; (c) respect for individual dignity; (d) respect for legally constituted authority and legal responsibility of those in authority.

All rules and regulations to maintain the process of education must be common knowledge. Orientation programs and free student handbooks provide this information in clear and understandable language. Any changes will be widely publicized in print in both school and community media, and no regulation will be summarily drafted and enforced. The School Committee, Professional Staff, and Student Government will work cooperatively within the limitations prescribed by law in the establishment of these regulations. The amending, appeal, and enforcement of these rules will be clearly defined and made available to all interested and affected parties. Students must be free to establish and encouraged to participate in Student Government that provides all students, through a representative system, a voice in school affairs. Students must pass four courses to hold office in Student Government.

Schools are for education and students are involved in the educational process in their schools. Professional staff will solicit student suggestions and recommendations concerning curricular offerings. Curriculum offerings in schools strive to meet the needs and interests of all students. A committee of students and professional staff is formed to plan and organize school assembly programs. Suggestions from non-committee members are encouraged and considered. Such assemblies are an important part of the total instructional program, and topics or speakers of contemporary interest to students will be encouraged whenever possible. In cases of controversial topics or speakers, presentations will be balanced in terms of existing major points of view.

Freedom of speech is guaranteed to all citizens, and students must be allowed to exercise their constitutionally protected rights of free speech, petition, and assembly as long as they do not interfere with the educational process.

Materials presented to students are relevant to the course and appropriate to the maturity level and intellectual ability of the student. Students have the opportunity to investigate different views related to topics and materials introduced or presented. Teachers strive to promote tolerance for the views and opinions of others and for the rights of individuals to form and hold differing views and opinions. The teacher is responsible to permit the expression of the views and opinions of others and encourage students to examine, analyze, evaluate, and synthesize all available information about such topics and materials.

The school's newspaper, yearbook, literary magazine, and other publications, should be guaranteed the right of freedom of the press, subject to restrictions of existing laws including, but not limited to, libel and obscenity. As learning experiences within the schools, qualified advisors seek the highest publication standards. Other non-school sponsored student publications are subjected to locally determined procedures for distribution on school premises.

Students are allowed the use of school facilities for extracurricular activities and are encouraged to participate in these, including clubs, recreational events, and other such related activities.

These activities must be scheduled in keeping with normal School Committee regulations and provide for supervision according to school rules.

Students have a right to an education and the equality of educational opportunity. Disciplinary actions of administrators and teachers should be fair and consistent in all cases and resorted to only when there are no other adequate options.

In cases of suspension, notification of parents or guardians, the District follows a prescribed procedure, set out under state laws and regulations, depending on the offense and length of the suspension. The District will publish a clearly defined procedure for the consideration of student problems and the processing of student complaints. Students are guaranteed the right of Due Process.

District Commitments

- Each situation involving discipline may be complex with underlying factors that require staff to understand the function of students' behaviors;
- Students, parents, and guardians have a right to be active participants in the disciplinary process;
- Those involved with the disciplinary decision-making process should consider mitigating circumstances and alternatives to suspension; and
- There is an undeniable negative impact on student engagement and graduation rates when exclusionary practices have been used.

School & Staff Responsibilities

- Promote cultural, linguistic, ethnic, racial, and gender equity in our educational system;
- Seek out, attend, and engage in professional development opportunities that promote anti-racist practices and enhance instructional skills and practices and de-escalation strategies;
- Examine their own implicit bias, work from a culturally-responsive and trauma-informed lens that utilize verbal de-escalation skills;
- Collaborate with students in creating healthy, safe, supportive, culturally-responsive classrooms and school environments;
- Advocate for the educational, cultural, social, and emotional needs of students.
- Hold all students to high expectations and provide culturally-responsive, quality and effective social emotional and academic instruction where students are engaged and invited to contribute to learning;
- Provide culturally-appropriate resources and support for students, parents, guardians, and staff;
- Create opportunities for student voices to be heard and influence changes in course content and practice;

- Know, care for, and establish positive relationships with students;
- Assess, enhance, model and explicitly teach social, emotional, and behavioral skills to students;
- Understand the purpose of discipline is to support positive behavior change and not to exclude or punish;
- Engage early on with students, parents/guardians, community-based organizations, and other staff to identify alternative disciplinary responses;
- Use a variety of ways to support student behavior once it has occurred, while minimizing the use of exclusionary practices and encouraging the resolution of problems within the school setting;
- Implement disciplinary responses that are least disruptive to the student-school relationship, while also maximizing instructional time; and
- Be responsible for teaching and modeling accountability, repairing and restoring relationships with students, and ensuring fair and transparent responses to practices.

Student Rights

- As a member of the school community, students have the right to:
- A safe and welcoming school and classroom based on co-created expectations that promote identity safety and celebrate you being your authentic self;
- A quality education with high expectations and appropriate support that includes equitable access to culturally-responsive content, high-quality instruction, services, resources, and extracurricular activities;
- Be treated with respect and dignity;
- Experience visibility and representation of your culture in your school's staff and throughout the curriculum;
- Be listened to and have your voice heard;
- Feel a sense of community, like you belong, and are cared for at school;
- Have your parents and guardians involved in efforts to support you in meeting expectations and acquiring your education;
- Be given the opportunity to learn from mistakes and be supported to make desired changes as identified by you, your parent and guardian and school staff;
- Choose to have you and your parent/ guardian be involved with your school and larger learning community;
- Stay informed in your identified home language;
- Be a part of an anti-racist education system with a clear pathway for reporting racist activity without retaliation (for more information on how to report incidents, please contact your school leader);

- Culturally- appropriate support, particularly when racist incidents occur that have the potential to interfere with your right to feel safe and learn;
- Ask for a parent/guardian to be part of any conversation that is in response to a disciplinary incident at school;
- Continued access to activities and education, while school-wide information is being gathered about a disciplinary incident;
- Due process that complies with Massachusetts state laws and regulations, as well as federal law, when facing possible suspension.

Student Responsibilities

- As a member of the school community, you should take personal responsibility to:
- Share with a trusted adult when you are experiencing emotional and/or physical stressors for the purpose of obtaining culturally- appropriate resources or support;
- Ask for help with meeting your educational, cultural, social, and emotional needs;
- Engage in mutually respectful dialogue with staff and other students;
- Attend school and be prepared for classes to the best of your ability;
- Contribute to a safe and welcoming environment;
- Respect and be mindful of the rights of others;
- Follow reasonable requests from school staff;
- Respect the property of others and the school.
- When students do not follow these responsibilities, they may experience a disciplinary response.

Parent/Caregiver Responsibilities

As a member of the school community, you should take personal responsibility to

- Keep informed about their students' behavior and achievement at school
- Become familiar with the Code of Conduct
- Instill respect for all school staff and students and property
- Support school rules
- Consult the school principal/counselor/teacher when issues arise
- Work with school personnel to implement appropriate consequences and/or interventions when a child violates the Code of Conduct
- Ensure that children attend school regularly and monitor that they arrive on time each day
- Communicate with school personnel about their child including attending school conferences

Approaches to Safe & Supportive Schools

There are a variety of approaches to promote safe and supportive schools. Tiered interventions are provided by departments across Malden Public Schools. MPS has adopted school-wide positive and preventative approaches as outlined in the Massachusetts tiered system of support (MTSS) and (PBIS) positive behavioral interventions and supports.



Promoting Positive Student Behavior

Each school is expected to promote a positive school culture and climate that provides students with a supportive environment to grow both socially and academically. Schools are expected to take a proactive role in nurturing students' social-emotional development and behavior by providing them with a range of positive behavioral supports.

Effective social emotional learning helps students develop fundamental skills for life effectiveness, including: self-awareness, self-regulation, and establishing positive support. Such skills help prevent negative behaviors and the disciplinary consequences that result when students do not comply with behavioral standards.

School staff members are also responsible for addressing inappropriate student behaviors which disrupt learning.

Administrators, teachers, counselors and other school staff are expected to engage all students in intervention and prevention strategies that address a student's behavioral issues and discuss these strategies with the student and his/her parent(s).

Discipline / Student Conduct

Student Conduct

Students are expected to conduct themselves in a manner consistent with school rules and regulations to the end that a positive learning atmosphere be established. Among other things, student conduct shall reflect care and respect for all other members of the school community.

Student Discipline

Violations of the code of conduct will subject a student to disciplinary action up to and including mediation, detention, suspension, or expulsion. The Principal or designee has the authority to impose consequences when a student violates the student Code of Conduct.

Massachusetts General Law chapter 71, sections 37H and 37H ½: Certain breaches of conduct are so serious that the Principal may long term suspend or expel a student under the provisions of Massachusetts General Law chapter 71, sections 37H and 37H ½. These include:

- Possession of a dangerous weapon while on school grounds or at a school-sponsored event
- Possession of a controlled substance while on school grounds or at a school-sponsored event
- An assault on a School Administrator, teacher, teacher's aide, or other staff person.
- A felony charge or conviction

Massachusetts General Law chapter 71, section 37H ¾: Principals may suspend students for other breaches of conduct under the provisions of Massachusetts General Law chapter 71, section 37H ¾ and 603 Code of Massachusetts Regulations 53.00. In every case of student misconduct for which suspension may be imposed under MGL c. 71, §37H ¾, a principal, headmaster, superintendent or other person acting as a decision-maker at a student meeting or hearing shall first consider ways to re-engage the student in learning and shall not use suspension from school as a consequence until alternative remedies have been tried and documented, except as follows: (1) where said decision-maker documents specific reasons why alternative remedies are unsuitable or counterproductive; or (2) where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm to another person while in school. Alternative remedies may include, but are not limited to, the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and collaborative problem solving.

Alternatives to Suspension:

We believe that students can refocus their energy and with support, regenerate their positive attitude towards others and themselves. Therefore, below are the restorative tiered alternative actions that administrators can try to implement before removing students from school.

- Code 150 Community service: The student is assigned to perform community service
- Code 180 Confiscation / Taking away an item(s) defined as prohibited by school or district policy
- Code 190 Conflict resolution or anger management services mandated: The student is required to participate in conflict resolution or anger management counseling or classes.
- Code 230 Detention: The student is assigned to before- or after-school detention or detention at lunch after consulting with caregivers
- Code 290 Letter of apology: The student is required to submit a formal letter of apology
- Code 300 Loss of privileges: The student lost a privilege (e.g., recess, field trips, games, etc)
- Code 330 Restitution: The student is required to make restitution for the damages caused by the incident.
- Code 340 Saturday school: The student is assigned to attend Saturday school.
- Code 350 School probation: The student is restricted from school, school, and district functions. (This happens anytime a student is suspended from school)
- Code 360 Substance abuse counseling mandated: The student is required to participate in substance abuse counseling
- Code 390 Suspension, in-school: The student is removed from his or her regular classroom and assigned to an in-school suspension program.

Suspension:

- **Short term suspension** is the removal of a student from the school premises and regular classroom activities for 10 consecutive days or less.
- **Long term suspension** means the removal of a student from the school premises and regular classroom activities for more than 10 consecutive days, or for more than 10 days cumulatively for multiple disciplinary offenses in any school year.
 - A suspended student is restricted from entering the school buildings, or coming onto school grounds; and a suspended student may not participate in any school sponsored activities or functions during the suspension period. It is also recommended that parents restrict the activities of a student during the suspension period to reinforce the importance of the disciplinary consequence and to demonstrate cooperation between the school and family.
 - The Principal or his/her designee has the sole responsibility for determining who is suspended. The suspended student may not be permitted to return to school until a parental conference has been held.
- **In school suspension** At the discretion of the Principal, in-school suspension may also be imposed where a student is determined to have committed a suspendable offense. In-school suspension means the student is removed from regular classroom activities, but not from the school premises, for no more than 10 consecutive school days. Students will be subject to limitations on their movements and activities as determined by the Principal. In-school suspension for less than 10 days shall not be considered a short-term suspension. An in-school suspension of more than 10 days shall be deemed a long-term suspension.
 - For an in-school suspension, the principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed 10 days, cumulatively or consecutively, in a school year.
 - On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such a meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
 - The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal, if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent.

- **Removal from Extracurricular Activities and Attendance at school sponsored events:** The principal may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the procedures in M.G.L. c. 71, § 37H^{3/4} or 603 CMR 53.00.
 - Opportunity for Academic Progress During Suspension/Expulsion
 - Any student receiving in-school suspension, short-term suspension, or long-term suspension shall have the opportunity to make up assignments, tests, papers, and other school work as needed to make academic progress during the period of removal from the classroom or school.
 - Any student who is expelled or suspended from school for more than 10 consecutive days shall have an opportunity to receive educational services that will enable the student to make academic progress toward meeting state and local requirements through the school-wide educational services plan.

Student Due Process Rights

In administering discipline, school officials will be careful to observe the right to due process under the law for each student. The nature of the violation determines the due process that school officials follow.

1. DUE PROCESS RIGHTS FOR STUDENTS CHARGED WITH POSSESSION OF A DANGEROUS WEAPON, POSSESSION OF A CONTROLLED SUBSTANCE, ASSAULT ON SCHOOL STAFF AND/OR STUDENTS WHO HAVE BEEN CHARGED WITH OR CONVICTED OF A FELONY (M.G.L. c. 71, §37H and M.G.L. c. 71, §37H ½).

- **Short Term Disciplinary Sanctions:** Prior to the imposition of any disciplinary sanction that might result in a student's suspension from school for ten (10) consecutive school days or less, the student will be given oral notice of the offense with which he/she is charged and an opportunity to respond. In the event that the Principal or designee determines that the student will be suspended from school, the student's parent(s)/guardian(s) will be notified by telephone and in writing.
- **Long Term Disciplinary Sanctions:** Prior to the imposition of any disciplinary sanction that might result in the student's suspension from school for more than ten (10) consecutive school days or expulsion, the parents/guardians will be given written notice of a hearing at which they may be represented by an attorney at their expense and may examine and present witnesses and documentary evidence. Following this hearing, a written decision will be issued. The parent(s)/guardian(s) will have the right to appeal any decision imposing a long term suspension or expulsion from school to the Superintendent. Where the student is excluded in accordance with M.G.L. c. 71, §37H, the student shall have ten (10) days from the effective date of the exclusion to file a written appeal with the Superintendent of Schools. For exclusions imposed pursuant to M.G.L. c. 71, §37H ½, the student shall have five (5) days from the effective date of the exclusion to file a written appeal with the Superintendent. For exclusions imposed by the School Committee in accordance with M.G.L. c. 76, §17, the student shall have the right to file a written request for reconsideration by the committee within ten (10) days of the effective date of the exclusion. Pending the outcome of any such appeal, the disciplinary sanction imposed shall remain in effect. M.G.L. c. 76, §17, M.G.L. c. 71, §37H and M.G.L. c. 71, §37H ½.

2. DUE PROCESS RIGHTS FOR STUDENTS CHARGED WITH OTHER VIOLATIONS (M.G.L. c. 71, §37H ¾).

Notice and principal's meeting:

- For any suspension under this section, the principal or a designee shall provide notice of the charges and the reason for the suspension or expulsion to the parent(s)/guardian(s) in English and the primary language spoken in the student's home. The student shall receive written notice of the charges and the opportunity to meet with the principal or designee to discuss charges and reasons for the suspension and/or exclusion prior to suspension/exclusion taking effect.
- The principal or designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. The meeting may take place without the student's parent(s)/guardian(s) so long as the principal has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
- The purpose of the principal's hearing is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.
- The principal shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense.

Short-term Suspension

- The principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate. The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.
- Based on the available information, including mitigating circumstances, the principal shall determine whether the student committed the disciplinary offense, and, if so, what alternative remedy or consequence will be imposed.
- When deciding the consequences for the student, the principal, headmaster, superintendent or person acting as a decision-maker shall consider ways to re-engage the student in the learning process; and shall not suspend or expel a student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving.

- The principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The determination shall be in writing and may be in the form of an update to the original written notice.

Long Term Suspension

- In addition to the rights afforded a student in a short-term suspension hearing, the student shall also have the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not; the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; the right to cross-examine witnesses presented by the school district; the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.
- If present, the Parent shall have an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.
- Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what alternative remedy or consequence will be imposed, in place of or in addition to a long-term suspension.
- When deciding the consequences for the student, the principal, headmaster, superintendent or person acting as a decision-maker shall consider ways to re-engage the student in the learning process; and shall not suspend or expel a student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving.
- The principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent.

If the student is suspended for more than 10 days for a single infraction or for more than 10 days cumulatively for multiple infractions in any school year, the notice will include written notification of the right to appeal to the Superintendent and the process for appealing in English and the primary language spoken in the student's home. No student will be suspended for greater than 90 days, beginning on the first day the student is removed from the building.

Emergency Removal

- The principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The principal shall immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal.
- In the event of an emergency removal, the principal shall make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal. The principal shall provide written notice to the student and parent as provided above, and provide the student an opportunity for a hearing with the principal as provided above, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent.
- The principal shall render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements as described above.
- In the event of an emergency removal from school, the principal will not release the student until adequate provisions have been made for the student's safety and transportation.

Superintendent's hearing

- The parent(s)/guardian(s) shall have 5 calendar days following the effective date of the suspension or expulsion to submit a written request for an appeal to the Superintendent but may be granted an extension of time of up to 7 calendar days. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.
- The Superintendent will hold a hearing with the student and the parent(s)/guardian(s) within 3 school days or the student's request for an appeal. The time may be extended up to 7 calendar days if requested by the parent(s)/guardian(s). The Superintendent's hearing may proceed without the parent(s)/guardian(s) if a good faith effort was made to include parent(s)/guardian(s). The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.
- At the hearing, the superintendent shall determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. Students shall have all of the rights afforded to students at the principal's hearing for long-term suspension. The Superintendent will issue a written decision within 5 calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision. The Superintendent's decision is the final decision of the district.

Discipline and Students with Disabilities

- All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act and related regulations require that additional provisions be made for students who have been found eligible for special education services or who the school district knows or has reason to know might be eligible for such services. Students who have been found to have a disability that impacts upon a major life activity, as defined under §504 of the Rehabilitation Act, are, generally, also entitled to increased procedural protections prior to imposing discipline that will result in the student's removal for more than ten (10) consecutive school days or where there is a pattern of short term removals exceeding ten (10) school days in a given year. The following additional requirements apply to the discipline of students with disabilities:
 - The IEP for every student eligible for special education or related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified to address the student's individual needs.
 - Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or ten (10) cumulative school days in a given school year, building administrators, the parents/guardians and relevant members of the student's IEP or 504 team will meet to determine the relationship between the student's disability and behavior (Manifestation Determination). During disciplinary exclusions exceeding ten (10) school days in a single school year, the student shall have the right to receive services identified as necessary to provide him/her with a free appropriate public education during the period of exclusion.
 - If building administrators, the parents/guardians and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide a free appropriate public education to those students with IEPs. The student's IEP team or 504 Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or where appropriate, conduct a functional behavioral assessment.
 - If building administrators, the parents/guardians, and relevant members of the student's IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs or resulting in serious bodily injury to others) until the IEP or 504 Team develops, and the parent/guardians consent to, a new placement, or unless the District obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The Student's Team shall also review the student's IEP, and modify as appropriate, any existing behavioral intervention plan or arrange for a functional behavioral assessment.

- If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon, or causes serious bodily injury to another on school grounds or at a school function, the District may place the student in an interim alternative educational placement (IAES) for up to forty-five (45) school days. A court or BSEA hearing officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days.

Student Athletes

It must be clearly understood that participation in athletic activities in the Malden Public Schools is a privilege- not a right- extended to those students who conform to the rules and regulations of eligibility and behavior set by the Massachusetts Interscholastic Athletic Association (M.I.A.A.) and the Malden Public Schools. A student must attend school on the day of an athletic activity in order to participate in that activity. The student athletes who exercise their privilege of participation in athletics are representing their school, community, family, and themselves, and therefore assume a greater responsibility for their behavior.

The student participating must represent the Malden Public Schools and the ideals that it stands for and must act in a manner which illustrates ideals of leadership, high moral character, loyalty, and academic “good standing”. Good behavior outside of Malden High School is considered part of the student-athlete’s responsibility. Infractions outside of school may lead to disciplinary action, including dismissal from a team.

Student athletes will be suspended or dismissed from their teams for violations of the MIAA Chemical Health Rule, which provides as follows:

“From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance. This policy includes products such as “NA or near beer”. It is not a violation for a student to be in possession of a defined drug specifically prescribed for the student’s own use by his/her doctor.” MIAA Rule 62.1.



Student athletes will also be expected to follow their medication administration plans as developed by the Nurse.

Infractions, Codes, Definitions / Criteria are directly from the Department of Elementary and Secondary Education (DESE)

100

Bus suspension The student was prohibited from riding the school bus.

Infraction: School Bus suspension 100		Definition/Criteria: <i>Student is disrupting other students in the bus from and to school / home endangering the safety of the passengers assigned to the school bus</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
100	Yes	Suspension Hearing: Individual basis

Infraction: Alcohol 1000		Definition/Criteria
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
1010 - Sale of alcohol	Yes	Suspension Hearing: Referral to MOA
1020 - Distribution of alcohol	Yes	Suspension Hearing: Referral to MOA
1030 - Drinking alcohol	Yes	Suspension Hearing: Referral to MOA
1040 - Possession of alcohol	Yes	Suspension Hearing: Referral to MOA
1050 - Suspicion of alcohol use	No	Investigation
1097 - Other alcohol	Yes	Suspension Hearing: Referral to MOA

1100

Arson (Setting a Fire) To unlawfully and intentionally damage, or attempt to damage, any school or personal property by fire or incendiary device. Firecrackers, fireworks, and trash can fires would be included in this category if they were contributing factors to a damaging fire.

Infraction: Arson		Definition/Criteria <i>The unlawful or intentional damage to any school property by fire or incendiary device. Firecrackers, fireworks, and trash can fires would be included in this category if they were factors to a damaging fire.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
1100 Saturday training with Malden Fire Department	Yes	Interventions: 1: Emergency suspension process 2: Police notified 3: Fire Department 4: DCF 5: Safety Evaluation

Infraction: Possession and/or use of a lighter, matches or other incendiary	Definition/Criteria <i>Possession and/or use of a lighter, matches or other incendiary device</i>
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device		
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
1100 Meeting with Admin	Yes Depends on level of infraction	Interventions: 1: Caregiver meeting 2: Confiscate Materials 3: Suspension (in-school/out of school)

1090

Firearm Select from specific codes below. A firearm is any weapon which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any machine gun.

Infraction: Possession of a firearm: weapon knife or other sharp object.		Definition/Criteria <i>An instrument composed of a sharp object that can be used to threaten, harm, injure or inflict pain. It is any sharp object.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
1090	Yes	Interventions: 1: Emergency suspension process 2: Police notified 3: Safety Evaluation 4: Long Term Suspension

Infraction: Other Weapon 1090		Definition/Criteria <i>Any object, device, or material that can cause harm, injury or damage.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
20 Knife 30 Other sharp objects	Yes	Interventions: 1: Emergency suspension process 2: Police notified 3: Safety Evaluation 4: Long Term Suspension

1200

Attendance Policy Violation of State, School District, or School Policy relating to attendance

Infraction: Forgery and/or Impersonating a parent/guardian		Definition/Criteria <i>The action of producing a copy of a document, signature, banknote, or work of art.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
1210 Embedded in curriculum	Yes Depends on level of infraction	First Offense: 1. Inform family 2. Another chance to get the signature Subsequent Offense (Above &) 3. Family meeting 4. Detention 5. Meeting with school social worker/school counselor 6. Research activity around forgery and/or impersonating with a presentation to teacher

		7. Exclusion from the event
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Infraction: Skipping / Cutting Class/Excessive Tardiness		Definition/Criteria
		<i>Cutting class: To skip a class or not go to a class when you should. Excessive Tardiness: Being late to class.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
1220 Social emotional program	No	First Offense: 1: Teacher calls home 2: Detention Subsequent Offense (Above &) 3: Meeting with school social worker/school counselor 4: Family meeting 5. Office detention 6. Research activity around class cutting/absences/tardies with a presentation to the teacher.

Infraction: Excessive Tardiness		Definition/Criteria
		<i>Excessive Tardiness: Being late to class.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
1230 Social emotional program	No	First Offense: 1: Teacher calls home 2: Detention Subsequent Offense (Above &) 3: Meeting with school social worker/school counselor 4: Family meeting 5. Office detention 6. Research activity around class cutting/absences/tardies with a presentation to the teacher.

Infraction: Truancy		Definition/Criteria
		<i>A school-aged child, not excused from attendance under the lawful and reasonable regulations of such a child's school, who willfully fails to attend school for more than 8 school days in a quarter.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
1240 Handbook Sign-off Social emotional program	No	First Offense: 1: Calls home- Teachers should contact parents via phone each time the child misses class. Teacher must communicate with the student as to the purpose (fostering/ building a student/ teacher relationship). 2: Detention- given by the teacher for the second offense after the teacher engages with the student. Subsequent Offense: 3: Parent meeting 4: Office detention 5: Offense Causation determination meeting with guidance/social worker 6: Attendance officer 7: Court involvement (CRA)

Infraction: Leaving school without permission		Definition/Criteria <i>Failing to remain on school grounds, at any point after arrival, without authorization</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
1297 Social emotional program	No	First Offense: 1: Calls home 2: Causation determination meeting with school social worker/school counselor 3: Parent meeting 4: Office detention Subsequence Offense: 5: Above and Police phone call

1500

Disorderly Conduct (Disruptive Behavior) Any act that disrupts the orderly conduct of a school function; behavior which substantially disrupts the orderly learning environment.

Infraction: Being in an unauthorized area		Definition/Criteria <i>Any student who is in an area of the building without a pass or permission will be considered to be in an unauthorized area.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
1500 Social emotional program	No	First Offense: 1: Warning for student and review expectations Subsequent Offense (Above &) 2: Calls home 3: Detention 4: Parent meeting 5. Office detention

Infraction: Disturbing a school assembly		Definition/Criteria <i>Any student who provokes, incites, or otherwise causes a confrontation which risks harm to any other student or disrupts the normal educational process</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
1500 Social emotional program	Yes Depends on level of infraction	Interventions: First Offense: 1: Removal of student from assembly 2: Call home 3: Detention Subsequent Offense (Above &) 4: Office referral 5. Parent Meeting 6. Exclusion from event

Infraction: Demonstrations with disrupt the normal educational process		Definition/Criteria <i>Any student who provokes, incites, or otherwise causes a confrontation which risks harm to any other student or disrupts the normal educational process</i>
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Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
1500 Social emotional program	Yes Depends on level of infraction	First Offense: 1: Removal of student from assembly 2: Call home 3: Detention Subsequent Offense (Above &) 4: Office referral 5: Parent Meeting 6: Exclusion from event

1600

Drugs Excluding Alcohol and Tobacco (Illegal Drug Possession, Sale, Use/Under the Influence) Unlawful use, cultivation, manufacture, distribution, sale, solicitation, purchase, possession, transportation, or importation of any controlled drug (e.g., demerol, morphine) or narcotic substance.

Infraction: Use or Possession of alcohol, illegal drugs, and/or drug paraphernalia		Definition/Criteria <i>The use or possession of alcohol, illegal drugs, or the misuse of prescription or over-the-counter drugs with negative consequences.</i>
Training/Prevent/Educate	Suspendable?	Possible Interventions Progressive Supports / Interventions
1600 Refer to MOA	Yes Depends on level of infraction	Interventions: 1: Calls home 2: Causation determination meeting with guidance 3: Re-education 4: Parent meeting 5: 51A 6: Office detention 7: ISS 8: Out of School Suspension 9: Restorative action

1800

Harassment, Nonsexual (Physical, Verbal, or Psychological) Repeatedly annoying or attacking a student or group of students or other personnel which creates an intimidating or hostile educational or work environment.

Infraction: Violation of hazing policy		Definition/Criteria <i>Hazing is any activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers them, regardless of a person's willingness to participate.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
1800	Yes	Interventions: 1: Parent meeting 2: ISS w/ re-education 3: Out of School Suspension 4: Police Report 5: 51A 6: Restorative action

1810

Bullying Repeated negative behaviors intended to frighten or cause discomfort. These may include, but are not limited to verbal or written threats or physical harm.

Definition/Criteria							
Infraction: Violation of bullying policy	<p><i>Bullying is defined as the repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a victim that:</i></p> <ul style="list-style-type: none"> • <i>causes physical or emotional harm to the victim or damage to the victim's property;</i> • <i>places the victim in reasonable fear of harm to himself or of damage to his property;</i> • <i>creates a hostile environment at school for the victim;</i> • <i>infringes on the rights of the victim at school;</i> • <i>materially and substantially disrupts the education process or the orderly operation of a school.</i> <p><i>Cyber-bullying is bullying through the use of technology or any electronic means. This includes both the creation of a web page or blog in which the creator impersonates another person or the distribution or posting of information online if these acts create any of the conditions listed above.</i></p>						
1810 Training/Prevent/ Educate	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #f1c40f; color: white;">Suspendable?</th> <th style="background-color: #f1c40f; color: white;">Progressive Supports / Interventions</th> </tr> </thead> <tbody> <tr> <td style="background-color: #f1c40f;"> <p>Yes</p> <p>Depends on level of infraction</p> </td> <td style="background-color: #f1c40f;"> <p>Interventions:</p> <ol style="list-style-type: none"> 1: mediation 2: detention, 3: behavior plans, 4: suspension (in or out-of-school), 5: expulsion </td> </tr> <tr> <td colspan="2" style="background-color: #f1c40f;"> <ul style="list-style-type: none"> • Using scripts and role plays to develop skills; • Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance; • Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance; • Emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies; • Enhancing students' skills for engaging in healthy relationships and respectful communications • Engaging students in a safe, supportive school environment that is respectful of diversity and difference. • Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Plan includes specific information about how and when the school or district will review the Plan with students. </td> </tr> </tbody> </table>	Suspendable?	Progressive Supports / Interventions	<p>Yes</p> <p>Depends on level of infraction</p>	<p>Interventions:</p> <ol style="list-style-type: none"> 1: mediation 2: detention, 3: behavior plans, 4: suspension (in or out-of-school), 5: expulsion 	<ul style="list-style-type: none"> • Using scripts and role plays to develop skills; • Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance; • Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance; • Emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies; • Enhancing students' skills for engaging in healthy relationships and respectful communications • Engaging students in a safe, supportive school environment that is respectful of diversity and difference. • Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Plan includes specific information about how and when the school or district will review the Plan with students. 	
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When above incidents are hate-related, administrators need to record code "Hate-Related" (see variable 1240)

Definition/Criteria					
Infraction: Wilfully providing false evidence	<p><i>Knowingly making false statements or knowingly submitting false information during a grievance process, including but not limited to bullying/harassment reports and investigations</i></p>				
Training/Prevent/ Educate	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #f1c40f; color: white;">Suspendable?</th> <th style="background-color: #f1c40f; color: white;">Progressive Supports / Interventions</th> </tr> </thead> <tbody> <tr> <td style="background-color: #f1c40f;"> <p>Yes</p> <p>Depends on level of infraction</p> </td> <td style="background-color: #f1c40f;"> <p>Interventions:</p> <ol style="list-style-type: none"> 1: Caregiver meeting 2: Detention <p>Subsequent offense:</p> <ol style="list-style-type: none"> 3: Suspension </td> </tr> </tbody> </table>	Suspendable?	Progressive Supports / Interventions	<p>Yes</p> <p>Depends on level of infraction</p>	<p>Interventions:</p> <ol style="list-style-type: none"> 1: Caregiver meeting 2: Detention <p>Subsequent offense:</p> <ol style="list-style-type: none"> 3: Suspension
Suspendable?	Progressive Supports / Interventions				
<p>Yes</p> <p>Depends on level of infraction</p>	<p>Interventions:</p> <ol style="list-style-type: none"> 1: Caregiver meeting 2: Detention <p>Subsequent offense:</p> <ol style="list-style-type: none"> 3: Suspension 				

1900

Harassment, Sexual (Unwelcome Sexual Conduct) Unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment. Examples: Leering; pinching; grabbing; suggestive comments, gestures, or jokes; or pressure to engage in sexual activity.

Infraction: Violation of harassment and	Definition/Criteria
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sexual harassment policies

Violation of the policy that protects students and staff from discrimination based on certain personal characteristics, such as race, ethnicity, sex, age, sexual orientation and gender identity, among others. It also protects students and staff from harassment, including sexual harassment.

Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
<p>1900</p> <p>Complete online training for anti bullying</p>	<p>Yes</p>	<p>Interventions:</p> <p>1: Parent meeting</p> <p>2: Title IX Investigation</p> <p>3: ISS w/ re-education</p> <p>4: Out of School Suspension</p> <p>5: Police Report</p> <p>6: Title IX Investigation</p> <p>7: 51A</p> <p>8: Restorative action</p>

2100

Inappropriate Use of Medication (Prescription or over-the-counter) Use, possession, or distribution of any prescription or over-the-counter medication (e.g., aspirin, cough syrups, caffeine pills, nasal sprays) in violation of school policy. See also: 1600-Drugs

Infraction: Inappropriate Use of Medication		Definition/Criteria
		Use, possession, or distribution of any prescription or over-the-counter medication (e.g., aspirin, cough syrups, caffeine pills, nasal sprays) in violation of school policy
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
<p>2100</p> <p>Social emotional program</p>	<p>Yes</p> <p>Depends on level of infraction</p>	<p>First Offense:</p> <p>1: Removal of student from assembly</p> <p>2: Call home</p> <p>3: Check with school nurse</p> <p>3: Detention</p> <p>Subsequent Offense (Above &)</p> <p>4: Office referral</p> <p>5. Parent Meeting</p> <p>6. Suspension / Expulsion</p>
2110 Sale of medication	Yes	
2120 Distribution of medication	Yes	
2130 Use of medication in violation of school rules	Yes	
2140 Possession of medication in violation of school rules	Yes	
2140 Possession of medication in violation of school rules	Yes	

2200

Insubordination (Disobedience) Unwillingness to submit to authority, refusal to respond to a reasonable request, or other situations in which a student is disobedient.

Infraction: Insubordination	Definition/Criteria
	<i>Unwillingness to submit to authority, refusal to respond to a reasonable request or other</i>

<i>situations to which a student is disobedient</i>		
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
2200 Social emotional program	Yes Depends on level of infraction	Interventions: 1: Teacher calls home 2:Teacher detention Subsequence offense: 3:Parent meeting 4: Office referral 5: In House or External Suspension

Infraction: Failure to correctly identify yourself to a staff member <i>Definition/Criteria</i> <i>Untruthful response when asked to identify self</i>		
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
2200 Social emotional program	Yes	Interventions: 1: Teacher calls home 2:Teacher detention Subsequence offense: 3:office referral 4: Parent meeting 5: Detention 4: Parent Meeting

2400

Obscene Behavior Language or actions, written, oral, physical, or electronic, in violation of community or school standards.

Infraction: Obscene, profane, or abusive language and gestures <i>Definition/Criteria</i> <i>Words or gestures that are vulgar, discriminatory or otherwise construed as socially offensive or harassing</i>		
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
2400 Social emotional program	Yes Depends on level of infraction	First Offense 1: Calls home 2:Detention 3:Restoration to those impacted Subsequent offense: 4:Parent meeting 5: Research activity around abusive language with a presentation to teacher(s)/friend(s) 6: In-school suspension 7: Out of school suspension

3100

Theft

Infraction: Theft <i>Definition/Criteria</i> <i>The action or crime of stealing.</i>		
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
3100 Handbook sign off	Yes	First Offense: 1: Restoration to those impacted; item return

Social emotional program	Depends on level of infraction	2: Calls home 3: Detention Subsequent Offense (Above &) 4: Family meeting 5. Office detention 6. Meeting with school social worker/school counselor 7. Research activity around theft with a presentation to teacher 8. Police contact 9. In-House or external suspension
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2600

Robbery (Taking of Things by Force) The taking of, or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft is that the threat of physical harm or actual physical harm is involved in a robbery.

Infraction: Robbery Definition/Criteria <i>The action or crime of stealing. The taking of, or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear</i>		
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
2600 Handbook sign off Social emotional program	Yes Depends on level of infraction	First Offense: 1: Restoration to those impacted; item return 2: Calls home 3: Detention Subsequent Offense (Above &) 4: Family meeting 5. Office detention 6. Meeting with school social worker/school counselor 7. Research activity around theft with a presentation to teacher 8. Police contact 9. In-House or external suspension

2700

School Threat (Threat of Destruction or Harm) Any threat (verbal, written, or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to a school building or school property, or to harm students or staff.

3200 Threat/Intimidation (Causing Fear of Harm) Physical, verbal, written, or electronic action which immediately creates fear of harm, without displaying a weapon and without subjecting the victim to actual physical attack.

Infraction: Endangering Safety and well-being of others Definition/Criteria <i>Conduct that compromises the safety, physical, mental health or welfare of self and/or others.</i>		
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
2700 3200	Yes	1: Meeting with school social worker/school counselor 2: Family meeting 3: Safety evaluation- Crisis evaluation (in person at school/at home/at emergency room)

Social emotional program		4: Call 911 ambulance
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Infraction: Throwing Object		Definition/Criteria <i>Any object that is willfully released and used as a projectile.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
2700 3200 Anger Management Training	Yes	Interventions: 1: Calls home 2: Detention 3: Parent meeting 4: Office detention 5: ISS 6: Out of School Suspension 7: Restorative action

Infraction: Verbal or physical assault		Definition/Criteria <i>Endangering the physical safety or mental health of another by the use of force or threats of force communicated by any means including written, spoken, or through the use of technology or any electronic means. This offense includes: threats of force (some overt act, expressed by any means, which reasonably places the victim in fear of imminent bodily injury), hazing [see Hazing], graffiti, and other threats communicated by any means: written, spoken, or through the use of technology or any electronic means.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
2700 3200 Social Emotional Program	Yes Depends on level of infraction	Interventions: First offense: 1: Office Referral 2: Parent Meeting 3: Detention up to and including suspension

Infraction: Physical Threat		Definition/Criteria <i>Threatening an individual or group of individuals with a gesture(s) or body language.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
2700 3200 Social Emotional Program	Yes Depends on level of infraction	Interventions: 1: Office referral 2 Restorative Practices 3: Parent meeting 4: Detention up to suspension: 5: Police Report

Infraction: Verbal threat		Definition/Criteria <i>Threatening an individual or group of individuals with spoken words or sounds.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
2700 3200 Social Emotional Program	Yes Depends on level of infraction	Interventions: 1: Office referral 2: Restorative Practices 3: Parent meeting 4: Detention up to suspension

		5: Police Report
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Infraction: Written threats		Definition/Criteria <i>Threatening an individual or group of individuals in writing (e.g., letter, note, message, on chalkboard).</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
2700 3200 Social Emotional Program	Yes Depends on level of infraction	Interventions: 1: Office referral 2: Restorative Practices 3: Parent meeting 4: Detention up to suspension 5: Police Report

Infraction: Electronic threat		Definition/Criteria <i>Threatening an individual or group of individuals by email, postings on Internet sites, or through other electronic mechanisms.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
2700 3200 Complete Online Training on Cyber Bullying	Yes Depends on level of infraction	Interventions: 1: Office referral 2: Restorative Practices 3: Parent meeting 4: Detention up to suspension 5. Police Report

Infraction: Other Threat		Definition/Criteria <i>The incident cannot be coded in one of the above categories but did involve a threat.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
2700 3200	Yes Depends on level of infraction	Interventions: 1: Office referral 2: Restorative Practices 3: Parent meeting 4: Detention up to suspension 5: Police Report

3300

Tobacco (Possession or Use) Possession, use, distribution, or sale of tobacco products.

Infraction: Smoking and possession of any tobacco products on school grounds		Definition/Criteria <i>The act of inhaling and exhaling Tobacco and being in possession of tobacco products.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
3300 Complete online training on the effects of smoking	Yes /No Depends on level of infraction	Interventions: First offense 1: Office referral 2: Parent meeting 3: Detention

Infraction: Use of and/or possession of any electronic smoking device/vaporizer and/or E-Liquid substance to be used with an electronic smoking device

Definition/Criteria

The act of inhaling and exhaling from an electronic smoking device.

Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
<p>3300</p> <p>Complete online training on the effects of smoking</p>	<p>Yes</p> <p>Depends on level of infraction</p>	<p>Interventions:</p> <p>First offense</p> <p>1: Office referral</p> <p>2: Parent meeting</p> <p>3: Detention</p> <p>Second Offense</p> <p>1: Parent meeting</p> <p>2: Detention</p> <p>2: Meeting with guidance/social worker (grade level specific)</p> <p>3: Research activity around the dangers in the use of such products</p>

3500

Vandalism (Damage to School or Personal Property) Willful destruction or defacement of school or personal property. Violations can be specifically coded as: Willful destruction or defacement of school property. Willful destruction or defacement of personal property. The incident cannot be coded in one of the above categories but did involve vandalism.

Infraction: Vandalism

Definition/Criteria

Destruction and/or willful damage to school property, or stealing, or attempting to steal school property

Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
Social emotional program	<p>Yes</p> <p>Depends on level of infraction</p>	<p>First Offense</p> <p>1: Fix / clean up area of damage</p> <p>2: Restoration to those impacted by vandalism/damage/</p> <p>3: Community Service to repay for the stolen and or damaged property</p> <p>Subsequent Offense</p> <p>4: Above & Suspension / Police report if restitution is not met</p> <p>5: Research activity around vandalism with a presentation to teacher(s)/friend(s)</p>
3510	Vandalism of school property	
3520	Vandalism of personal property	
3597	Other vandalism	

3600

Violation of School Rules (Disobeying School Policy) This category comprises misbehavior not captured elsewhere.

Infraction: Violation of acceptable use policy

Definition/Criteria

Computer misuse; posting/retrieving/viewing unauthorized material on the Internet

Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
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Complete online Cyber Bullying training	<p>Yes</p> <p>Depends on level of infraction</p>	<p>Interventions:</p> <ol style="list-style-type: none"> 1: warning to student 2: caregiver notified 3: Monitored use of device <p>Subsequent offense:</p> <ol style="list-style-type: none"> 4: loss of computer privileges (week/month/semester/remainder of the year) 5: In-school suspension
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3600

Violation of School Rules (Disobeying School Policy) This category comprises misbehavior not captured elsewhere. Problem behaviors could include dress code violations, running in the halls, possession of contraband, cheating, lying to authorities, or falsifying records.

Infraction: Cheating		Definition/Criteria: <i>Act dishonestly or unfairly in order to gain an advantage, especially in a game or examination. Avoid (something undesirable) by luck or skill.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
<p>3600</p> <p>Embedded in the curriculum</p>	<p>Yes</p> <p>Depends on level of infraction</p>	<p>First offense:</p> <ol style="list-style-type: none"> 1. Teacher calls home 2. Teacher detention 3. Assignment option/redo assignment; MHS zero on first offense 4. Exclusion from honors program (National Honor Society, etc.) <p>Subsequent Offense: (Above &)</p> <ol style="list-style-type: none"> 1. Research activity around cheating with a presentation to teacher 2. Office referral 3. Meeting with school social worker/school counselor 4. Assignment receives zero

Infraction: Plagiarism		Definition/Criteria: <i>The use of another person's thoughts, and ideas-whether taken from a paper, speech, article, film, music, image, in-print or online-intentionally or accidentally, whole or in part presenting it as your own work.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
<p>3600</p> <p>Embedded in the curriculum</p>	<p>No</p>	<p>Interventions:</p> <p>First Offense</p> <ol style="list-style-type: none"> 1: Teacher calls home 2: Teacher detention 3: Assignment option/ redo assignment <p>Exclusion from honors programs (NHS)</p> <p>Subsequent Offense: (Above &)</p> <ol style="list-style-type: none"> 4: Research activity on plagiarism with presentation to teacher 5: Office referral 6. Meeting with school social worker/school counselor 7. Assignment receives zero

Infraction: Willfully falsifying Information		Definition/Criteria <i>Knowingly and willfully making any false, fictitious, or fraudulent statements or representations</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
3600 Social emotional program	Yes Depends on level of infraction	First Offense: 1: Another chance to get the signature Subsequent Offense (Above &) 2: Family meeting 3: Detention 4: Meeting with school social worker/school counselor 5: Research activity around forgery and/or impersonation with a presentation to a teacher. 6. Exclusion from the event.

Infraction: Failure to meet expectations regarding dress. code (pp —)		Definition/Criteria <i>Students are not permitted to dress in any manner that interrupts the educational process or environment of the school. This may include clothing that prompts illicit or illegal activity, contains profanity, or does not comply with health or safety standards.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
3600 Conversation with Admin	Yes Depends on level of infraction	Interventions: First Offense: 1: Call home to bring a change of clothing 2: Student remains in office until appropriately dressed or end of the school day Subsequent Offense (Above &) 3: Repeated offenses see above with detention component and re-education 4: Family meeting 5. Office referrals

9000

Other Offenses (e.g., Forgery, Extortion) Any significant incident resulting in disciplinary action not classified previously. Offenses could include bribery, fraud, embezzlement, forgery, resisting arrest, gambling, extortion, or dealing in stolen property.

Infraction: Extortion		Definition/Criteria <i>The wrongful use of actual or threatened force, violence, or intimidation by an individual or a group to gain money or property from an individual.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
9000 Complete online training on anti-bullying	Yes Depends on level of infraction	Interventions: 1: Office referral 2: Restorative Practices 3: Parent meeting 4: Detention up to suspension 5: Police Report

1700

Fighting (Mutual Altercation) Mutual participation in an incident involving physical violence, where there is no major injury.

Infraction: Fighting		Definition/Criteria <i>Physical contact between two or more individuals with intent to do physical harm.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
1700 Restorative Training	Yes Depends on level of infraction	Interventions: 1: Calls home 2: Causation determination meeting with guidance 3: Re-education 4: Parent meeting 5: Office detention 6: ISS 7: Out of School Suspension 8: Restorative action

2500 Physical Altercation, Minor (Pushing, Shoving) Confrontation, tussle, or physical aggression that does not result in injury

Infraction: Altercation		Definition/Criteria <i>Physical contact between two or more individuals with intent to do physical harm.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
2500 Restorative Training	Yes Depends on level of infraction	Interventions: 1: Calls home 2: Causation determination meeting with guidance 3: Re-education 4: Parent meeting 5: Office detention 6: ISS 7: Out of School Suspension 8: Restorative action

Infraction: Violation of nondiscrimination policy including slogans and symbols		Definition/Criteria <i>Possession of discriminatory materials</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
Conversation with Admin	Yes Depends on level of infraction	Interventions: 1: Parent Meeting 2: Meeting with School social worker/school counselor 3: In School Suspension with re-education Subsequent Offense (Above &) 4: Suspension 5: Restorative Action 6. Involvement of Police 7. Title 9 report (each time)

Civil Right Violation

Must be investigated and reported to the Office for Civil Rights (OCR)

Infraction: Violation of another's civil rights		Definition/Criteria <i>The term "students' civil rights" refers to the right of students to be free from discrimination, including verbal or physical attacks based on race, color, sex, gender, gender identity, national origin, religion, sexual orientation, disability, homelessness or limited English language ability.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
	Yes	Interventions: 1: Emergency suspension process 2: Fully investigation 3: Title 9 Report 4: Suspension determinate on number of offenses 5: Re-entry meeting with education requirement 6: Victim can present Civil Rights Charges

Infraction: Demonstrations with disrupt the normal educational process		Definition/Criteria <i>Any student who provokes, incites, or otherwise causes a confrontation which risks harm to any other student or disrupts the normal educational process</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
Social emotional program	Yes Depends on level of infraction	First Offense: 1: Removal of student from assembly 2: Call home 3: Detention Subsequent Offense (Above &) 4: Office referral 5. Parent Meeting 6. Exclusion from event

SEE SOMETHING, SAY SOMETHING

How to Report Bullying, Bias, Discrimination, Harassment, or Sexual Abuse/Assault

Malden Public Schools is committed to providing safe learning environments for all students. Whether you have experienced, been a witness to, or have information about a bullying or harassment incident, or any situation involving conduct you feel may have been motivated by bias or discrimination, report the incident by contacting a school administrator using the link below.

Staff members and administrators will work to investigate and prevent further issues of discrimination, harassment or violence. For any incidents where additional support is needed, school social workers and guidance counselors are available at each school.

SAY SOMETHING

Anonymously report an incident by scanning the code below or visiting:
www.sandyhookpromise.org/say-something-tips/



DEFINITION OF TERMS



AGGRESSOR: A student or a member of a school staff who engages in bullying, cyberbullying, or retaliation towards a student. Aggressors can be students or staff members.



BULLYING: The repeated use by one or more aggressors of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target.



TARGET: A student against whom bullying, cyberbullying, or retaliation is directed.

#HATE

#BULLY

CYBERBULLYING: Bullying through the use of technology or any electronic devices such as telephones, cell phones, computers, and the Internet. This includes, but is not limited to, email, instant messages, text messages, and Internet postings.



HOSTILE ENVIRONMENT: A situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.



STAFF MEMBER: Those individuals working within the school, including, but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, or paraprofessionals.



RETALIATION: Any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.



HARASSMENT: when the speech or actions are so severe, pervasive, or targeted at particular people that it hinders the student's ability to get an education, significantly harms their well-being, substantially interferes with their rights, or intimidates the student because of their identity.

PARENT/ LEGAL GUARDIAN FIELD TRIP AUTHORIZATION

Instructions: Please read carefully all directions and complete the forms and sign them.

Malden Public School Staff:

- Use one form per trip.
- Complete the School Portion of form.
- Duplicate one form per student.
- Send a copy home for parent and student signatures.
- During the field trip, the signed, original form must be carried by the lead chaperone and two to three other chaperones and a photocopy must be left on file in the school office.

Students:

- Complete the “Student Agreement” section.

Parent / legal guardian, if student is under 18 years of age; or student, if at least 18 years old:

- Complete the Authorization & Acknowledgement of Risks section.
- Complete the “Medical Authorization” section.
- Sign all forms

TO BE COMPLETED BY THE SCHOOL

PARENTAL AUTHORIZATION FOR DAY FIELD TRIPS

School Name:	Student Name:
Date(s) of Trip:	Destination:
Purpose(s):	
List of Activities:	

Supervision: (Check one)

- Students will be directly supervised by adult chaperones on this trip at all times.
- Students will be directly supervised by adult chaperones on this trip with the following exceptions:

Mode of Transportation: (Check all that apply.)

- Walking
- School bus
- MBTA
- Other _____

Students will leave from: _____ **at** _____.

(where) *(time)*

Students will return to: _____ **at about** _____.

(where) *(time)*

Chaperone(s) in Charge: _____

Chaperone/Student Ratio: _____ (Preferred 10:1 for all grades or in accordance with venue guidelines)

STUDENT AGREEMENT

While participating in this field trip, I understand I will be a representative of Malden Public School and my community. I understand that appropriate standards must be observed, and I will accept responsibility for maintaining good conduct and abide by school based rules and the Malden Public Schools' Code of Conduct.

Student Signature

Date

TO BE COMPLETED BY PARENT/GUARDIAN *(or student, if 18 or over)*

PARENT/GUARDIAN AUTHORIZATION AND ACKNOWLEDGEMENT OF RISKS FOR MPS DAY TRIPS

I understand that me/my child's participation in this field trip is voluntary and may expose me/my child to some risk(s). I have read and understand the description of the field trip (on the front page of this form) and authorize myself/my child to participate in the planned components of the field trip. And in consideration of the Student being permitted to participate in the activity set forth above, I, on behalf of myself, my heirs, my agents, my representatives, and on behalf of the Student do forever RELEASE, acquit, discharge, and covenant to hold harmless, The City of Malden, the Malden School Committee, and their employees, servants and agents, from any growing out of, directly or indirectly, all known or unknown personal injuries or property damages or death, which I may now or hereafter have as the parent/guardian/ legal representative of the Student, as well as any actions, rights of action, causes of action, charges, and/or claims which the Student now has or may later acquire, either before or after the Student reaches the age of majority, resulting from, relating to, or in any way connected to, the Student's participation in the extracurricular activity set forth above.

MEDICAL AUTHORIZATION

I certify that I am/my child is in good physical and behavioral health and I have/my child has no special medical or physical conditions which would impede participation in this field trip. I agree to disclose to MPS any medications (including over-the-counter/herbal) and/or prescriptions which I/my child shall or should take at any time during the duration of the field trip. In the event of serious illness or injury to my child/ward, I expressly consent by my signature to the administration of emergency medical care, if in the opinion of attending medical personnel, such action is advisable.

Further, I authorize the chaperones listed to act on my behalf as parent/guardian of my child/ward while participating in the above described trip including the admittance to and release from a medical facility.

NO: My child **DOES NOT** require medication during this trip.

YES: My child **DOES** require medication during this authorized trip.

If you checked yes, please describe in the space below the type of medication and the required administration of this medication. If medication is taken on an as-needed basis, specify the symptoms or conditions when medication is to be taken and the time at which it may be given again. If necessary, attach an additional page.

SIGNATURES

If the applicant is at least 18 years of age, the following statement must be read and signed by the student:

I certify that I am at least 18 years of age, that I have read and that I understand the above Agreement, and that I accept and will be bound by its terms and conditions.

Student Signature _____
Date

If the applicant is under 18 years of age, the following statement must be read and signed by the student's parent or legal guardian:

I certify that I am the parent and legal guardian of the applicant, that I have read and that I understand the above Agreement, and that I accept and will be bound by its terms and conditions on my own behalf and on behalf of the student.

I give permission for: _____ (student) to participate in all aspects of this trip.

Parent/Guardian Signature/s _____
Date

The student, if at least 18 years of age, or the parent/legal guardian must complete the information below:

Print parent/guardian/s first and last name(s): _____

Address: _____

Telephone: (CELL, HOME, WORK) _____

Emergency Contact's First and Last Name (other than parent/guardians): _____

Relationship to Student: _____

Emergency Contacts Telephone #s: Cell #1: _____ Cell #2: _____

**Name, Signature and Dates
Approving participation in Field Trip**

SCHOOL FORMS

Please return completed copies of the following forms to your student' school office.

Please be sure to fill out the form completely and sign each form.

- Technology Acceptable Use Agreement

TECHNOLOGY ACCEPTABLE USE AGREEMENT

Malden Public Schools Student Mobile Technology Duties and Obligations

In alignment with Malden Public Schools Acceptable Use Policy, students who are assigned portable technology devices, including Chromebooks, must adhere to provisions outlined in the policy and Malden Public Schools Mobile Technology Duties and Obligations notice below, and may be fiscally responsible for lost, stolen or damaged devices.

Ownership: The Malden Public Schools shall retain title to the equipment at all times, unless otherwise transferred. The student shall hold no security or ownership interest in the equipment or licenses to installed software. Equipment includes a Chromebook and power adapter, which is valued at approximately \$300.00 per Chromebook and \$40.00 per power adapter. Vandalism will result in, but not be limited to, the cancellation of system privileges and will require restitution for costs associated with hardware, software, and system restoration.

Content Filtering:

All sites used for instruction are evaluated by staff for appropriateness. Caregivers should note that when the Malden Public Schools Chromebooks are connected to a personal home network, they are not configured to filter the sites students may visit. Caregivers should discuss the importance of being safe, responsible, and respectful online.

Chromebook Functions:

The Chromebook is a multifunction device that allows for the following:

- Connect to any open or secured wireless network (if the password is known)
- Access the Internet (e.g. access online accounts, surf the Internet, etc.)
- Take pictures
- Record audio and video
- Use various instructional apps

Responsible Use:

Users are responsible for securing and safeguarding data stored on the Malden Public Schools technology. When using Malden Public Schools technology, this means that students should continue to use only approved Malden Public Schools and follow each tool's specific guidelines for using student accounts. If students choose to use digital tools or access online services that are not part of the Malden Public School's approved list, Malden Public Schools cannot be responsible for any data privacy or security concerns that may arise.

Student/Parent / Caregiver Agreement:

- We agree to use the device in accordance with *all* provisions of the Acceptable Use Policy and as it currently exists and as updated or modified.
- We agree to report any objectionable content to a teacher and/or administrator

- We understand that the Malden Public Schools has the ability to monitor the Malden Public School's device usage to ensure compliance with Malden Public Schools policies.
- We understand that, because of the Malden Public School's need to monitor Malden Public Schools devices, we have a limited expectation of data privacy while using the Malden Public Schools technology.
- We understand that students are to use only the Malden Public Schools approved digital tools in order to safeguard student data from unauthorized access.
- Furthermore, we are aware that the device may be randomly collected, inspected and searched.
- We agree that the device is to be used exclusively by the Malden Public Schools employees and the assigned student. Parent(s)/caregivers(s) may use the device for purposes of assisting their child with educational studies.
- We will obtain opt-out consent from participants before taking photos, recording audio or capturing video.

Ownership:

The equipment is a loan and remains the property of the Malden Public Schools.

The term of this loan is for the course of the school year or as otherwise designated by the school administrator.

Upon request of an administrator or teacher, we will return the device, case, and power cords.

Proper Care:

- To protect the device from damage, we will store this device in a protective case.
- We are responsible for the safe handling, storage, and security of this device. We agree to take appropriate precautions to prevent damage, loss, or theft.
- We will secure the device when not attended.
- We will not write, etch, scratch, mark or apply stickers to this device. Should student enrollment be terminated for any reason, the equipment must be returned within 4 calendar days.
- We will not alter any Malden Public Schools markings and stickers applied on the device.
- If the device is damaged we will return the device to the school immediately. We will not attempt to repair the device or contact any other computer repair service facility directly.

Liability:

In the event that the device is damaged due to misuse, accidental care or handling, neglect or vandalism, caregivers must pay for the replacement of the device regardless of the age of the device.

Parent / Caregiver:

- We understand that sustained and/or repeated damage may be subject to school based discipline including, but not limited to: community service, financial obligations, and technology restriction.

- If the device is lost, stolen or damaged, it is our responsibility to immediately notify the school's media specialist, teacher, principal or assistant principal.
- If the device and power adaptor is not returned to the school system upon the teacher or school's request or when enrollment is terminated for any reason, we agree to pay the cost of a replacement device within 30 calendar days. Furthermore, we understand and accept that the Malden Public Schools may file a police report for stolen property should we fail to return or pay for the device and related items within 45 calendar days.
- We acknowledge that if we require financial assistance we can work with the school's Media Center Specialist and school principal to identify opportunities to repair the harm done to the device and community.

Return:

The Chromebooks and adapters will be returned to the school on the date and time determined by the school Principal

Detach and Return to School

STUDENT TECHNOLOGY ACCEPTABLE USE POLICY

- Sign: Malden Public Schools Student Mobile Technology Duties and Obligations Student Acceptable Use Policy**

Please fill out the information below and return it to the school Principal in order for your student to receive a device and an adapter

Signature will indicate that Caregivers read this document and acknowledge their duties and obligations.

Print Student's Name _____ School/Grade _____

Print Parent/ Caregiver Name _____

Parent/Caregiver Signature _____ Date _____

Students over 18 years of age need to sign this document.

PARENT/CAREGIVER AND STUDENT HANDBOOK

- Sign:** signature indicates that Caregivers/ Student over 18 years of age read this document and acknowledge their receipt and agreement of Malden Public Schools Handbook 2024 Policy and Procedures

Print Student's Name _____ School/Grade _____

Print Parent/ Caregiver Name _____

Parent/Caregiver Signature _____ Date _____

Students over 18 years of age need to sign this document.

*

PROGRAM OF STUDIES

2024-2025 SCHOOL YEAR





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ABOUT OUR SUPERINTENDENT



Dr. Ligia Noriega-Murphy has been an educational leader with a strong standing career of turning schools and a district around, always keeping students at the center of her work.

Dr. Noriega-Murphy holds a Bachelor of Arts in Art History from the University of Massachusetts, Boston; two Master degrees (Education and Management) and a Certificate in Diversity from Cambridge College; a Certificate of Advanced Graduate Study from the University of Massachusetts, Boston, a Principalship Residency Network Certification from Northeastern University, and a Doctorate in Leadership in Education from the University of Salamanca, Salamanca, Spain. 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. 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, 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-Murphy received the School and Headmaster of the Year Awards. In 2015 and 2016, Ligia 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. Noriega-Murphy is fluent in several languages and has traveled to more than 36 countries. On July 1, 2021, Dr. Noriega-Murphy started her role as Superintendent of the Malden Public Schools where she built strong relationships with students, caregivers and community members. She positioned the Malden Public Schools into pathways of current and future success.



LETTER FROM THE SUPERINTENDENT

Dear Students, Educators, Staff, Families & Caregivers:

Serving as the Superintendent of the Malden Public Schools has been an honor. We are very proud of all the work that we have done from Academic rigor, developing emotional supports, focus on literacy, numeracy, linguistics and cultural diversity as well as creating structures, processes and systems to support students, caregivers, and staff. The school district is posed with a solid foundation to continue with the striving for excellence in many years ahead.

For the third consecutive year, I am pleased to present the Malden Public Schools Program of Studies for the 2024-2025 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.

I am thankful to the Malden Public Schools community for your continued support to our students, caregivers, and staff.

I know that all school leaders, staff, and central office staff are going to make sure that every student achieves their full potential. I wish you a fantastic 2024-2025 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*

Ellen Kelleher-Rojas
*Assistant Superintendent of
Multilingual 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

Elizabeth Hortie
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

Cara Hovhannessian
Director of STEM K-5

Dr. Douglas Dias
Director of STEM 6-12

Martha Jancaitis
Director of Literacy K-5 & Title I

Heather Castonguay
Director of English Language Arts 6-12 and World Language K-12

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

Carmen Livesay
Director of English Language Education & Title III

SPECIAL EDUCATION PROGRAM MANAGERS

Stephanie Scalese

Alana Shone

Joana Rizzo

Jared Wickham

DEPARTMENT HEADS

TBD
Director of Human Resources

Joan Federico
Director, Welcome Center

Julio Perez
Supervisor of Attendance

Patricia Tramondozzi
Director of Nursing

Dr. Pamela Stazesky
Data Analyst

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:

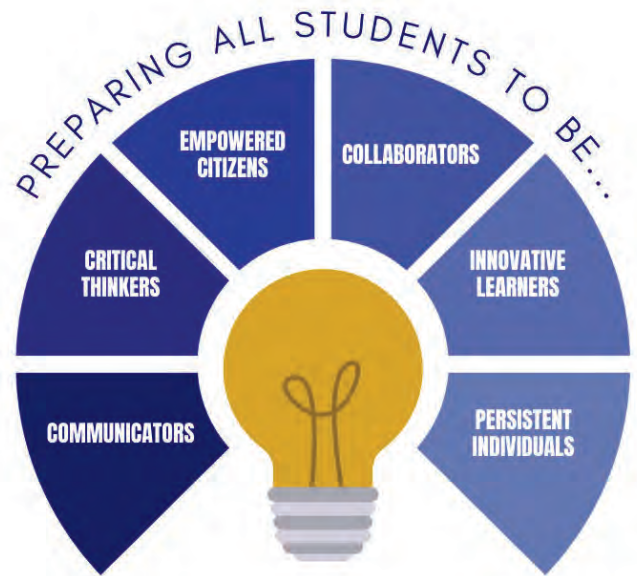
- Exhibit responsible, respectful, and appropriate personal behavior.
- Demonstrate teamwork and cooperation in their school and in their extended community.
- Make informed, healthful decisions in and out of school.
- Demonstrate respect for others in their school and in their extended community.
- 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.

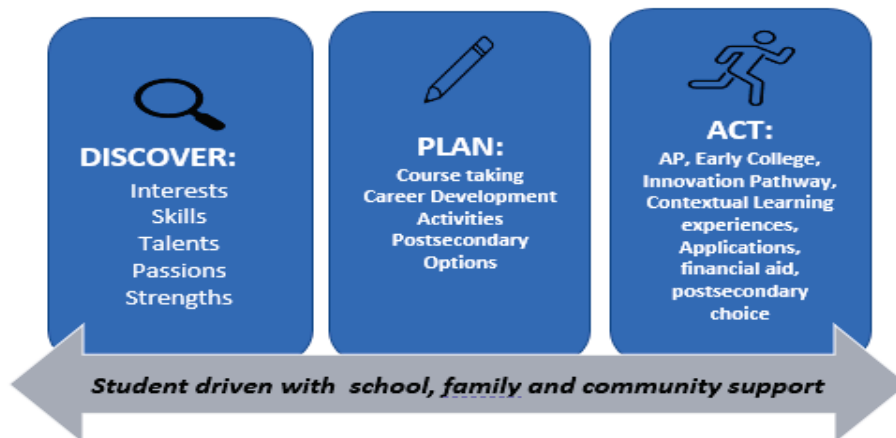
Why was MyCAP created?

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

2024-2025 CALENDAR

FIRST DAY OF SCHOOL (Grades 1-12): August 28 FIRST DAY OF SCHOOL (PreK & K): Sept 6 LAST DAY OF SCHOOL W/O SNOW DAYS: June 13

Structured Academic Time on Learning: MHS: Minimum of 990 Hours (Seniors 912 Hours) K-8: Minimum of 900 Hours PK: Minimum of 425 Hours

AUGUST 2024 (2 days)

Su	Mo	Tu	We	Th	Fr	Sa
		26	27	28*	29	30
						31

8/26: First Day for All Staff - No School for Students
8/27: Prof Dev Day-All Grds - No School for Students
8/28*: First Day of School for Grades 1-12
8/29: Kindergarten Orientation/Screening
8/30: No School

SEPTEMBER 2024 (19 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				

9/2: No School - Labor Day
9/3: Prof Dev Day-All Grds - No School for Students
9/4: Classes Resume
9/4 & 9/5: Kindergarten Orientation/Screening
9/6: First Day of School for PreK & Kindergarten

OCTOBER 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		

10/2: 11:00 am PD Early Dismissal PreK-12
10/14: No School - Indigenous Peoples' Day

NOVEMBER 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

11/5: Prof Dev Day-All Grds - No School for Students
11/11: No School - Veterans Day
11/27: 11:00 am Dismissal
11/28-29: No School - Thanksgiving Break

DECEMBER 2024 (15 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				

12/20: 11:00 am Dismissal
12/23-1/1: No School - Winter Break

JANUARY 2025 (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	

1/1: No School - Winter Break
1/2: Classes Resume
1/8: 11:00 am PD Early Dismissal PreK-12
1/20: No School - Martin Luther King, Jr. Day

FEBRUARY 2025 (15 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	

2/5: 11:00 am PD Early Dismissal PreK-12
2/17-21: No School - February Break

MARCH 2025 (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
23/30	24/31	25	26	27	28	29

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

APRIL 2025 (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			

4/18: 11:00 am Dismissal
4/21-25: No School - Spring Break
4/28: Classes Resume

MAY 2025 (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

5/7: 11:00 am PD Early Dismissal PreK-12
5/26: No School - Memorial Day

Last revised on January 11, 2024

JUNE 2025 (10 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		

6/8: Malden High School Graduation
6/13: Last day w/o snow days (180 Days)
11:00am Dismissal
6/19: No School - Juneteenth
6/23: 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 calendar for current information.

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



REPORT CARD SCHEDULE: SY 2024-2025

Quarters Grades PK-8

	Term 1	Term 2	Term 3	Term 4
Term Dates	Aug 28 - Nov 4, 2024 (45 days)	Nov 6, 2024 - Jan 24, 2025 (46 days)	Jan 27 - April 4, 2025 (45 days)	April 7 - June 13, 2025 (44 days)
Progress Reports Grading Window	October 2 - 9, 2024	December 11- 18, 2024	March 5 - 12, 2025	May 13 - May 20, 2025
Distribute Progress Reports	October 10, 2024	December 19, 2024	March 13, 2025	May 21, 2025
Report Card Grading Window	November 6-14, 2024	January 27-Feb. 3, 2025	April 7 - 14, 2025	June 5 - 12, 2025
Distribute Report Cards	November 15, 2024	Feb. 6, 2025	April 15, 2025	June 13, 2025*
PRE-K - ELC	Report cards sent home: Feb. 6-7, 2025 Parent Conference: Feb. 10-14, 2025		Report Card sent home: June 12-13, 2025	

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
Term Dates	Aug 28 - Nov 4, 2024 (45 days)	Nov 6 - Jan 24, 2025 (46 days)	Jan 27 - April 4, 2025 (45 days)	April 7- June 13, 2025 (44 days)	April 4 - May 23, 2025 (31 days)
Progress Reports Grading Window	October 2 - 9, 2024	Dec. 11-18, 2024	March 5 - 12, 2025	May 13 - 20, 2025	May 1 - 8, 2025
Distribute Progress Reports	October 10, 2024	December 19, 2024	March 13, 2025	May 21, 2025	May 9, 2025
Report Card Grading Window	Nov. 6-14, 2024	Jan 27-Feb 3 2025	April 7 - 14, 2025	June 5 - 12, 2025	May 15 - 22, 2025*
Distribute Report Cards	November 15, 2024	Feb. 6, 2025	April 15, 2025	June 13, 2025*	May 23, 2025

Notes: *Dates might change due to snow days.



MPS ASSESSMENTS OVERVIEW SY 2024-2025

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.
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 MCAS Participation.</p> <p>Student Participation Participation Requirements for Students in Grades 3–8 and 10 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 MCAS and ACCESS for ELLs. 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 Spring 2025. High school students must take and pass the STE MCAS once, and the first opportunity to do so is in June of grade 9.</p> <p>Grade 10: Students in grade 10 will take the ELA and Math MCAS in Spring 2025. Grade 10 students who have not yet taken or passed the STE MCAS may also participate in this test in Winter or Spring.</p> <p>Grade 11: Students in grade 11 who have not yet passed all three MCAS, are required to take the MCAS retest until a passing score is reached..</p> <p>Grade 12: Students in grade 12 who have not yet passed all three MCAS, are required to take the MCAS retest until a passing score is reached.</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

EARLY LEARNING



BEEBE SCHOOL

401 Pleasant Street
781.388.0622

Dr. Murphy
Principal

GRADES K - 8



FERRYWAY SCHOOL

150 Cross Street
781.388.0659

Dr. Stahl
Principal

GRADES K - 8



FORESTDALE SCHOOL

74 Sylvan Street
781.397.7326

Mr. Weldai
Principal

GRADES K - 8



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

29 Wescott Street
781.397.7329

Mr. Garcia
Principal

GRADES K - 8



SALEMWOOD SCHOOL

529 Salem Street
781.388.0647

Ms. Huynh
Principal

GRADES K-8





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"> 1. Receive a passing grade in ELA or ESL 2. Receive a passing grade in mathematics
Grade 2	To be promoted to grade 3, students must meet both of these requirements: <ol style="list-style-type: none"> 1. Receive a passing grade in ELA or ESL 2. Receive a passing grade in mathematics
Grade 3	To be promoted to grade 4, students must meet both of these requirements: <ol style="list-style-type: none"> 1. Receive a passing grade in ELA or ESL 2. Receive a passing grade in mathematics.
Grade 4	To be promoted to grade 5, students must meet all three of these requirements: <ol style="list-style-type: none"> 1. Receive a passing grade in ELA or ESL 2. Receive a passing grade in mathematics 3. Receive a passing grade in science <i>or</i> history
Grade 5	To be promoted to grade 6, students must meet all of these requirements: <ol style="list-style-type: none"> 1. Receive a passing grade in ELA or ESL 2. Receive a passing grade in mathematics 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; <i>OR</i> (b) Receive a passing grade in science <i>or</i> history if <i>both</i> subjects were passed in grade 4.

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
Total	

MPS K-4 Grading System

Grade Band	Individual Performance for Overall Grade	Rating
K-4	<p>ES = Exceeds Standard The student exceeds the standards by independently applying and utilizing concepts and skills.</p> <p>MS = Meets Standard The student is able to complete this task or exhibit this behavior independently or with limited teacher support.</p> <p>PS = Progressing (or approaching) Standard 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>NM = Does not meet standard (needs improvement) The student needs significant teacher support in order to attempt to do this task or exhibit this behavior.</p> <p>NA = Not addressed this quarter 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"> No more than the max recommended 10 minutes per night on assignments and 20 minutes reading
Grades 1-2	1-3 assignments per night	30 minutes per night (Reading 20 minutes; other activities such as assignments 10 minutes per day) <ul style="list-style-type: none"> No more than the max recommended 10 minutes per night on assignments and 20 minutes reading
Grades 3-5	2-4 assignments per night	30-60 minutes per night <ul style="list-style-type: none"> No more than the max recommended 60 minutes per night
Grades 6-8	3-5 assignments per night	90-120 minutes per night <ul style="list-style-type: none"> No more than the max recommended 120 minutes per night

No homework will be assigned over Thanksgiving, Winter, February, and Spring Breaks. Projects, presentations, or other assignments will not be due until at least the second day following the break. The same policy applies for the administration of assessments. Educators are not to “double up” on homework assigned before a break.

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.

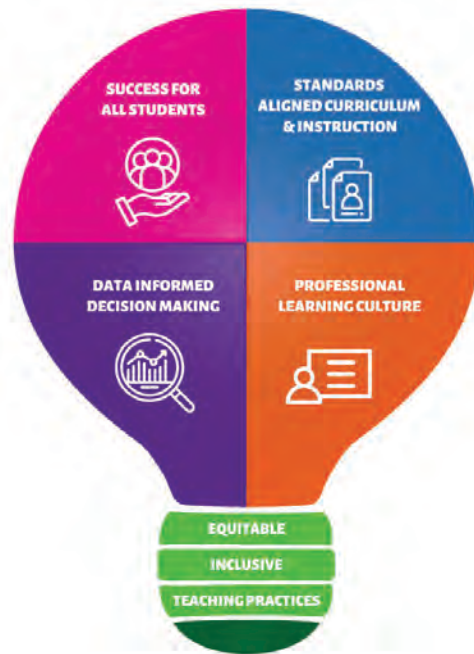
Grades 3 – 5 students who receive two to four assignments per night, should focus between 30 – 60 minutes on completing assignments.

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:

- Student Centered Instruction
- Differentiation & Scaffolding



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.





GRADE 5 & 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"> 1. Grades in the class as well as honors content: 89-100 2. Differentiated assignments: <ol style="list-style-type: none"> a. Complex multisteps assignments b. More rigorous, honors-level work 3. 10 hours of Community Service within their school community (e.i., reading Buddies, mentorship, assisting with cafeteria cleanup, etc.) <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.

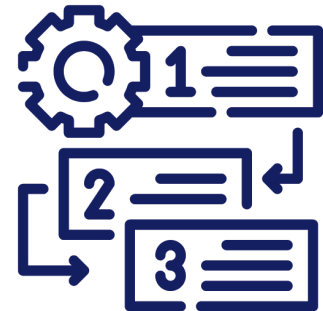
Advanced Interests

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
English as a Second Language (ESL)	Amplify CKLA	ALL K-5
Math	Eureka Math Squared	ALL K-5
Science	Content Department Developed, Gizmos, Mystery Science	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

CURRICULA Grade 6-8

Content Area	Curriculum Vendor	Schools/Grade Levels
ELA	Amplify ELA	ALL 6-8
English as a Second Language (ESL)	Amplify ELA	ALL 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 Expresate/Vista Higher Learning Descubre	5-8



PRE-KINDERGARTEN

PRE-KINDERGARTEN

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

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](#)[PK-4 Fine Arts 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](#)[PK-4 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

KINDERGARTEN

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

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

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

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

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

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

[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 Math 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 Math 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 Math 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](#)[PK-4 Fine Arts 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](#)
[PK-4 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](#)

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

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

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

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

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

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

[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 Math 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](#)
[PK-4 Fine Arts 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](#)
[PK-4 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](#)

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

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

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

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

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

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

[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 Calendar](#)
[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 Math 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 Math 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 Math 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](#)
[PK-4 Fine Arts 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](#)
[PK-4 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](#)

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

City of Malden MASSACHUSETTS MALDEN PUBLIC SCHOOLS

GRADE 3

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

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

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

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

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

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

[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 Math 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](#)[PK-4 Fine Arts 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](#)
[PK-4 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](#)



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

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

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

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

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

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

[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 Math 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 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 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](#)
[PK-4 Fine Arts 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](#)
[PK-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](#)

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

City of Malden
MASSACHUSETTS
MALDEN PUBLIC SCHOOLS

GRADE 5

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

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

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

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

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

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

[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 Math 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](#)

[Grade 5 Social Studies Pacing Calendar](#)

**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****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](#)[Grades 5-8 Fine Arts 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 5-8 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 Exploratory Curriculum](#)
[Language Proficiency content standards](#)

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

City of Malden MASSACHUSETTS MALDEN PUBLIC SCHOOLS

GRADE 6

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

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

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

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

**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](#)
[Amplify Caregiver Hub](#)

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.

[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 ELA Curriculum Map](#)[Grade 6 ELA 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 \(OUR\) Math](#)[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 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 \(OUR\)](#)[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 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](#)[Grades 5-8 Fine Arts Pacing Calendar](#)

**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 5-8 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**

In Grade 6 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 Exploratory Curriculum](#)

[Language Proficiency content standards](#)



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

City of Malden MASSACHUSETTS MALDEN PUBLIC SCHOOLS

GRADE 7

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

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

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

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

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

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

[Grade 7 Curriculum Map](#)[Grade 7 English Pacing Calendar](#)[Grade 7 Curriculum](#)[Amplify Caregiver Hub](#)**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 \(OUR\)](#)[Grade 7 Math 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****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 \(OUR\)](#)[Grade 7 Math 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 \(OUR\)](#)[Grade 7 Math 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](#)[Grades 5-8 Fine Arts Pacing Calendar](#)

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

Currently offered at Beebe, Ferryway, and Forestdale.

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

[Grades 5-8 Band Curriculum](#)

[Grades 5-8 Band Pacing Calendar](#)

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

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

[Grades 5-8 Health Pacing Calendar](#)

[Grades 5-8 Curriculum Program Guide](#)

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

Currently offered at Beebe.

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

[Grade 7 Theater Arts Curriculum](#)

[Grade 7 Theater Arts Pacing Calendar](#)

**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 5-8 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 Exploratory Curriculum](#)

[Language Proficiency content standards](#)

**Intro to Spanish****DESE CODE #56037****ASPEN CODE #4813****Term: Full Year**

This is an introduction to Spanish core class. It is guided by the 2021 Massachusetts World Language Curriculum Frameworks and aims to meet a novice mid proficiency. 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.

[Intro to Spanish Pacing Guide](#)[Intro to Spanish Curriculum Guide](#)[Language Proficiency content standards](#)**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

City of Malden MASSACHUSETTS MALDEN PUBLIC SCHOOLS

GRADE 8

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

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

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

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

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

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

[Grade 8 Curriculum Map](#)
[Grade 8 Pacing Calendar](#)
[Grade 8 Curriculum](#)
[Amplify Caregiver Hub](#).

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 \(OUR\)](#)[Grade 8 Math 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 \(OUR\)](#)[Grade 8 Math 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 \(OUR\)](#)[Grade 8 Math 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](#)[Grades 5-8 Fine Arts 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>Grades 5-8 Band Curriculum Grades 5-8 Band Pacing Calendar</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>Grades 5-8 STEM Pacing Guide District Created Curriculum</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>5-8 Health Pacing Calendar Curriculum Program Guide</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 5-8 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 Exploratory****DESE CODE #56038****ASPEN CODE #8840****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 Exploratory Curriculum](#)
[Language Proficiency content standards](#)

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

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

[Intro to Spanish Pacing Guide](#)
[Intro to Spanish Curriculum Guide](#)
[Language Proficiency content standards](#)

**Spanish 1****DESE CODE #56038****ASPEN CODE #4814****Term: Full Year*****Successful completion of K-8 Intro to Spanish.***

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

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

[Grade 8 Spanish Pacing Calendar](#)
[Language Proficiency content standards](#)

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	Brian Bates	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	Lester Eggleston	781-397-6042
Holland & Boyle Grade 9 Counselor	Taryn Gabby	781-397-6073
Early College/Transitions Counselor	Ali Fornash	781-397-6373
Jenkins & Brunelli Grade 9 Counselor	Amy Yu	781-397-6052

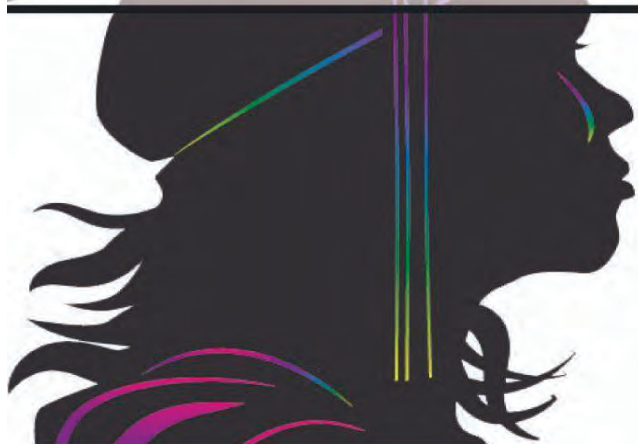
Central Office Staff

Program Manager for Special Education	Jared Wickham	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 2025	MHS Requirements Class of 2026 and forward (MassCore)	MassCore ¹	Minimum Admissions for 4-year Mass. Public Universities and the University of Massachusetts System ²
English/Language Arts	4 years/credits (Grade 9, 10, 11, and 12 English)	4 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 WL requirement for MA Seal of Biliteracy	2 Units	2 courses of the same language in sequential order
The Arts		1 year/credit Fine & Performing Art	1 Unit	
Electives	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	
Total	21 credits	22 Units	22 Units	17 courses

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

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

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



College Prep, Honors & Advanced Placement

College Preparatory (CP)	Honors (H)	Advanced Placement (AP)
<p>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.</p>	<p>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.</p>	<p>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.</p>

Academic Advising, Scheduling & Course Changes

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

For the 2022-2023 school year the last day to add/drop a course for **both 1st and 2nd semester** courses is the end of the day on **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.
- 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
 ELA	Grade level ELA classes, Media Arts & Film, Maldonian Yearbook, Blue & Gold Newspaper. Curriculum unique to each course.	Grades 9-12
 Math	Carnegie Learning Malden Math Department Created, DESMOS, Delta Math AP Course- College Board	Grades 9&10 Grades 11-12 Grades 11-12
 Science	Savvas Environmental Science, Savvas Biology, Malden Science Department Developed, Gizmos, iBlocks	MHS Grades 9-12
 History	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
 English Learners	National Geographic EDGE	MHS Grades 9-12
 World Languages	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
 Social-Emotional Learning	Project Wayfinder Inc.	MHS / Grades 9-12
 Health	Pearson Health Science	MHS Grades 9-12
 Physical Education	Spark High School Physical Education	MHS GRADES 9-12



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



ENGLISH LANGUAGE ARTS

ENGLISH & LANGUAGE ARTS

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

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

Graduation Requirement:

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



Grade 9 English

English 9	DESE CODE #51031 ASPEN CODE #00123
Level: College Prep	Credit: 1.0 (Full-year)
<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>Grade 9 ELA Scope and Sequence Grade 9 ELA Pacing Calendar</p>	

English 9	DESE CODE #51031 ASPEN CODE #00112
Level: Honors	Credit: 1.0 (Full-year)
<p><i>Teacher recommendation/Grade 8 Honors English</i></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>Grade 9 ELA Scope and Sequence Grade 9 ELA Pacing Calendar</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,

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

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 9/10**DESE CODE #01002
ASPEN CODE #00533****Level: College Prep****Credit: 1.0/Semester (Full Year)*****Recommendation by Administrator or Guidance Counselor***

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

English 9 in semester 1 must be a passing grade to enter into English 10 in semester 2.

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

[Grade 9/10 ELA Pacing Calendar](#)



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 and assigned to one of their top 3 choices.

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	
<p>Big Brother is watching you! Imagine a world in which privacy is gone, babies are produced in bottles on factory assembly lines, and your future is predetermined by the government, even before you are born. In this course, students will explore these and other visions of the future in literature. We will consider issues such as the use of propaganda and language to manipulate citizens, the pros and cons of technology in the modern world, and the essential question: "What makes us human?" Students will connect the imagined worlds of dystopian literature to the realities of life in the twenty-first century, ultimately discovering what our visions of the future – both positive and negative – can teach us about the present. In addition to reading core class texts, students will read additional works in book clubs, and will examine supplementary texts from a variety of genres, including elements from current events, pop culture, and film. In addition, students use critical theory and research to further develop thematic understandings with more depth and sophistication.</p>	
<p>Grade 11 ELA Scope and Sequence Grade 11 ELA: Future Pacing Calendar</p>	

**Hip-Hop Literature****DESE CODE #51099
ASPEN CODE #00372 / #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. In addition, students use critical theory and research to further develop thematic understandings with more depth and sophistication.

[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, research, 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. In addition, students use critical theory and research to further develop thematic understandings with more depth and sophistication.

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



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

English 11 in semester 1 must be a passing grade to enter into English 12 in semester 2.

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

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

[Grade 11/12 ELA Pacing Calendar](#)

English Language Arts Electives

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

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

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

[Maldonian Scope and Sequence](#)

[Maldonian Pacing Calendar](#)

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

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

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

[Journalism: The Blue and Gold Scope and Sequence](#)
[Journalism: The Blue and Gold Pacing Guide](#)

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 as well as a completed application and advisor approval.***

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

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

[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)
<i>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.</i>	
<p>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.</p> <p>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.</p> <p>AP Seminar College Board Curriculum</p>	

**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

ENGLISH LEARNERS

GRADE 09	GRADE 10	GRADE 11	GRADE 12
<ul style="list-style-type: none"> • ESL 1 • ESL 2 • ESL 3 • ESL 4 • US History I • Math/Math 1 • Environmental Science • Introduction to Physics 	<ul style="list-style-type: none"> • ESL 1 • ESL 2 • ESL 3 • ESL 4 • US History II • Math 2 • Biology • Introduction to Physics 	<ul style="list-style-type: none"> • ESL 1 • ESL 2 • ESL 3 • ESL 4 • History • Math • Science 	<ul style="list-style-type: none"> • ESL 1 • ESL 2 • ESL 3 • ESL 4 • History • Math • Science

Department of English Learners			
ESL 1	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)
<p>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.</p> <p>ESL 1A and 1B Scope & Sequence ESL 1A and 1B Pacing Calendar</p>	
ESL 1B	DESE CODE #01008 ASPEN CODE #20723 Fall / #20923 Spring
Level: College Prep	Credit: 0.5 (Semester)
<p>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.</p> <p>ESL 1A & 1B Scope and Sequence ESL 1A and 1B Pacing Calendar</p>	
ESL 2A	DESE CODE #01008 ASPEN CODE #20293 Fall / #21293 Spring
Level: College Prep	Credit: 0.5 (Semester)
<p>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.</p> <p>ESL 2A & 2B Scope and Sequence ESL 2A and 2B Pacing Calendar</p>	

**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 2A and 2B Pacing Calendar](#)**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 3 Pacing Calendar](#)**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](#)[ESL 4 Pacing Calendar](#)

**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

GRADE 09	GRADE 10	GRADE 11	GRADE 12
<ul style="list-style-type: none"> Particular Topics of Foundational Math Math 1 CP/ Honors Math 2 CP Math 2 Honors <p>Electives:</p> <ul style="list-style-type: none"> Intro to Computer Science Intro to Software Engineering in CS Intermediate Software Engineering in CS 	<ul style="list-style-type: none"> Particular Topics in Foundational Math Math 2 CP Math 2 Honors Math 3 CP Quantitative Math 3 CP Abstract Math 3 Honors <p>Electives:</p> <ul style="list-style-type: none"> Intro to Computer Science Intro to Software Engineering in CS Intermediate Software Engineering in CS 	<ul style="list-style-type: none"> Particular Topics in Foundational Math Math 3 CP Quantitative Math 3 CP Abstract Math 3 Honors Trigonometry & Precalculus Honors AP Calculus AB AP Statistics <p>Electives:</p> <ul style="list-style-type: none"> Intro to Computer Science Intro to Software Engineering in CS Intermediate Software Engineering in CS 	<ul style="list-style-type: none"> Particular Topics in Foundational Math Advanced Quantitative Reasoning CP Advanced Quantitative Reasoning Honors Statistics CP Statistics Honors Intro to Trigonometry & Precalculus CP Trigonometry & Precalculus Honors AP Calculus AB AP Calculus BC AP Statistics <p>Electives:</p> <ul style="list-style-type: none"> Intro to Computer Science Intro to Software Engineering in CS Intermediate Software Engineering in CS

Mathematics is part of the core of the general curriculum at Malden High School. The goal of the Mathematics Department is for students to learn mathematical structure, concepts, critical thinking, and problem solving, 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 Learn 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****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 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](#)[AP College Board Pacing Calendar](#)[AP Calculus BC Pacing Calendar](#)**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.

[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/H 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

GRADE 09	GRADE 10	GRADE 11	GRADE 12
<ul style="list-style-type: none"> • US I <p>Semester Courses:</p> <ul style="list-style-type: none"> • Foundations of Law 	<ul style="list-style-type: none"> • US II • AP US History • Mock Trial • Speech & Debate <p>Semester Courses:</p> <ul style="list-style-type: none"> • Foundations of Law 	<ul style="list-style-type: none"> • Modern World History • AP Modern World History • AP Government • Mock Trial • Psychology • Speech & Debate <p>Semester Courses:</p> <ul style="list-style-type: none"> • American Law • Criminal Justice 	<p>AP & Elective Courses:</p> <ul style="list-style-type: none"> • AP Government • AP Psychology • Mock Trial • Psychology • Speech & Debate <p>Semester Courses:</p> <ul style="list-style-type: none"> • American Law • Criminal Justice • Critical Reflections • Sociology

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

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

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

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

Graduation Requirement:

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



Legal Studies Strand

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

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

Grade 9

US History I	DESE CODE #04101 ASPEN CODE #02113
Level: College Prep	Credit: 1.0 (Full Year)
<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>US History I Curriculum US History I Pacing Calendar</p>	

US History I	DESE CODE #04101 ASPEN CODE #02112
Level: Honors	Credit: 1.0 (Full Year)
<p><i>Teacher recommendation.</i></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>US History I Curriculum US History I Pacing Calendar</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 #02223

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](#)

[AP US History Pacing Calendar](#)

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](#)
[AP World History Pacing Calendar](#)



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](#)

[Foundations of Law Pacing Calendar](#)

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](#)

[Mock Trial Pacing Calendar](#)



Speech and Debate

DESE CODE #01151

ASPEN CODE #

Level: Honors

Credit: 1.0 (Full Year)

Teacher recommendation or student letter of interest

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

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

[Massachusetts Speech and Debate League](#)
[Speech and Debate Pacing Calendar](#)

**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](#)[AP US Government Pacing Calendar](#)

**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](#)[American Law Pacing Calendar](#)**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](#)[Criminal Justice Pacing Calendar](#)

**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](#)
[Facing History and Ourselves Pacing Calendar](#)

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 Curriculum](#)
[Psychology Pacing Calendar](#)

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](#)
[AP Psychology Pacing Calendar](#)

**Reflections on Race and Identity in America,
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](#)
[Reflections on Race and Identity Pacing Calendar](#)

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](#)
[Sociology Pacing Calendar](#)

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

City of Malden MASSACHUSETTS MALDEN PUBLIC SCHOOLS

SCIENCE

GRADE 09	GRADE 10	GRADE 11	GRADE 12
<ul style="list-style-type: none"> Environmental Science CP Biology CP Biology Honors Computational Science Introduction to Physics 	<ul style="list-style-type: none"> Biology CP Biology Honors Chemistry CP Chemistry Honors Introduction to Physics AP Biology AP Environmental Science 	<ul style="list-style-type: none"> Chemistry CP Chemistry Honors Marine Biology CP Marine Biology Honors Physics CP Physics Honors Anatomy & Physiology Honors <p>AP:</p> <ul style="list-style-type: none"> Biology Environmental Science Chemistry Physics I <p>Semester Courses:</p> <ul style="list-style-type: none"> Forensics CP & Honors Biotechnology CP & Honors Pathology CP & Honors 	<ul style="list-style-type: none"> Chemistry CP Chemistry Honors Marine Biology CP Marine Biology Honors Physics CP Physics Honors Anatomy & Physiology Honors <p>AP:</p> <ul style="list-style-type: none"> Biology Environmental Science Chemistry Physics I <p>Semester Courses:</p> <ul style="list-style-type: none"> Forensics CP & Honors Biotechnology CP & Honors Pathology CP & Honors

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

Graduation Requirement:

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

Grade 9

Environmental Science	DESE CODE #03003 ASPEN CODE #03483
Level: College Prep	Credit: 1.0 (Full Year)
<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>Environmental Science Pacing Calendar Savvas Environmental Science Curriculum</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 Calendar](#)[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 Calendar](#)[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](#)

**Chemistry I****DESE CODE #03111**
ASPEN CODE #03333**Level: College Prep****Credit: 1.0 (Full Year)*****Successful completion of Math I and Biology (CP or Honors).***

This course is a study of matter, its composition, and its changes. Among the topics covered are: physical properties of solids, liquids, and gasses; atomic theory, periodicity and bonding, chemical nomenclature and equations, acid-base theory; thermodynamics, nuclear chemistry, and electrochemistry. Students spend one-third of their time developing skills in laboratory techniques, data analysis, and report writing.

[Chemistry I Pacing Calendar](#)[District Developed Chemistry Scope and Sequence](#)**Chemistry I****DESE CODE #03111**
ASPEN CODE #03322**Level: Honors****Credit: 1.0 (Full Year)*****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 .***

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.

[Chemistry I Pacing Calendar](#)[District Developed Chemistry Curriculum](#)**Physics I****DESE CODE #03151**
ASPEN CODE #03423**Level: College Prep****Credit: 1.0 (Full Year)*****Successful completion of Chemistry CP and Math I or teacher recommendation.***

This course is an introduction to the basic principles and laws governing the behavior of the physical world. Although the treatment follows the less mathematical approach in the online course curriculum (Energizing Physics), mathematical skills at the level of Math 1 are essential. Laboratory work will be an integral part of the course. This course is for juniors and seniors who have completed the prerequisites successfully and plan on continuing their science education beyond high school.

[Physics I Pacing Calendar](#)[District Developed Physics Curriculum](#)

**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 Calendar](#)
[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 Pacing Calendar](#)

**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 Calendar](#)
[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.

[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.

[District Developed Pacing Curriculum](#)
[Pathology Pacing Guide](#)



Biotechnology	DESE CODE #14252 ASPEN CODE #03823
Level: College Prep	Credit: 0.5 (Semester)
Biotechnology	DESE CODE #14252 ASPEN CODE #03822
Level: Honors	Credit: 0.5 (Semester)
<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>	
<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>Biotechnology Pacing Guide Biotechnology Calendar</p>	

Applied Health Science	DESE CODE #14251 ASPEN CODE #03523 / #03522
Level: College Prep/Honors	Credit: 0.5 (Semester)
<i>Completion of Biology</i>	
<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>Applied Health Science Pacing Guide District Developed Health Science Calendar</p>	



WORLD LANGUAGES

City of Malden MASSACHUSETTS MALDEN PUBLIC SCHOOLS

WORLD LANGUAGE

GRADE 09	GRADE 10	GRADE 11	GRADE 12
<ul style="list-style-type: none"> Language Level 1 Language Level 2 Heritage Spanish 1 Heritage Spanish 2 <p>Electives:</p> <ul style="list-style-type: none"> American Sign Language I Spanish I Spanish II Spanish for Heritage Speakers I Spanish for Heritage Speakers II Italian I French I 	<ul style="list-style-type: none"> Language Level 1 Language Level 2 Language Level 3 <p>Electives:</p> <ul style="list-style-type: none"> American Sign Language I Spanish I Spanish II Spanish for Heritage Speakers I Spanish for Heritage Speakers II Italian I French I 	<ul style="list-style-type: none"> Language Level 1 Language Level 2 Language Level 3 Language Level 4 <p>Electives:</p> <ul style="list-style-type: none"> American Sign Language I Spanish I Spanish II Spanish for Heritage Speakers I Spanish for Heritage Speakers II Italian I French I 	<ul style="list-style-type: none"> Language Level 1 Language Level 2 Language Level 3 Language Level 4 Spanish 5 AP Spanish Language & Culture <p>Electives:</p> <ul style="list-style-type: none"> American Sign Language I Spanish I Spanish II Spanish for Heritage Speakers I Spanish for Heritage Speakers II Italian I French I

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

Note: All students will take a placement test at the beginning of the school year to ensure that they are enrolled in the appropriate course. Students entering after the start of the school year will take a placement test prior to being placed in a language course. Courses without sufficient enrollment may not run in 2024-2025.

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

Graduation Requirement:

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



Multilingual students may earn up to two World Language credits for demonstrated competency in a language other than English by achieving Intermediate Mid Level or higher of language proficiency on an approved Seal of Biliteracy Assessment (ie, AVANT Stamp). The credits awarded will be determined by the Director of World Languages after review of each individual student case.

Seal of Biliteracy

Students scoring at the Intermediate High Level of language proficiency or higher on an approved Seal of Biliteracy assessment can utilize the assessment results towards attainment of the MA State Seal of Biliteracy or Seal of Biliteracy with Distinction upon graduation if they also meet the criteria for English language proficiency set forth by the Massachusetts Department of Elementary and Secondary Education.



**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](#)

**AP Spanish Language and Culture****DESE CODE #24064
ASPEN CODE #04421****Level: Advanced Placement****Credit: 1.0 (Full Year)*****Successful completion of Spanish IV or Spanish for Heritage Speakers III and/or placement test***

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

This course will encompass oral skills, reading comprehension, grammar, and composition. It is the equivalent of a Current Affairs course in a Hispanic country. It emphasizes the correct use of the target language for active communication with the following objectives:

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

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

[AP Spanish Pacing Calendar](#)

[AP Spanish Scope and Sequence](#)



BUSINESS



BUSINESS

GRADE 09	GRADE 10	GRADE 11	GRADE 12
<ul style="list-style-type: none"> Accounting I Business Management Business Communications Personal Finance Web & Mobile App Development Sports Marketing Stocks, Bonds, and How to Invest 	<ul style="list-style-type: none"> Accounting I-II-III Business Management Sports Marketing Stocks, Bonds, & How to Invest Web & Mobile App Development Personal Finance Business Communication AP Economics 	<ul style="list-style-type: none"> Accounting I-II-III Business Management Sports Marketing Stocks, Bonds & How to Invest Web & Mobile App Development Personal Finance Business Communication AP Economics Entrepreneurship 	<ul style="list-style-type: none"> 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](#)
[Accounting III Pacing Calendar](#)

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](#)

**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? This course will provide you with an understanding of what it takes to organize and run a business, including production, marketing, personnel, government regulations, planning, taxation, decision making, and leadership. Students will research, develop, and produce all phases of a business plan. This course is an asset to any future entrepreneurs.

[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? Through the exploration of key aspects of running a business, including product development, market research, recordkeeping, return on investment, and financing, students will develop critical thinking skills, creativity, and a growth mindset. Throughout the course, students will explore real-world scenarios, engage in collaborative projects, and participate in a Shark Tank competition in conjunction with Stoneham Bank. Whether you aspire to start your own businesses or contribute to an existing enterprise, Entrepreneurship will help you to develop the requisite skills and entrepreneurial spirit!

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 & Entertainment Marketing is an introductory course which will help students develop a thorough understanding of the marketing concepts and theories that apply to sports and entertainment. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, and sports marketing plans. This course will also delve into the components of promotion plans, sponsorship proposals and the key elements needed in sports marketing plans. This course should be a fun way to learn all the basics of Marketing as we apply it to sports and entertainment.

[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 & 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

City of Malden MASSACHUSETTS MALDEN PUBLIC SCHOOLS

WELLNESS DEPARTMENT

GRADE 09	GRADE 10	GRADE 11	GRADE 12
<ul style="list-style-type: none"> Physical Education Health <p>Electives:</p> <ul style="list-style-type: none"> Wellness Health Wellness PE 	<ul style="list-style-type: none"> Physical Education Health <p>Elective:</p> <ul style="list-style-type: none"> Wellness Health Wellness PE 	<ul style="list-style-type: none"> Physical Education Health <p>Elective:</p> <ul style="list-style-type: none"> Wellness Health Wellness PE 	<ul style="list-style-type: none"> Physical Education Health <p>Elective:</p> <ul style="list-style-type: none"> Wellness Health Wellness PE

The objective of the Wellness/Physical Education Department is to provide students with experience and instruction that will enable them to develop a healthy lifestyle. Courses are designed to increase awareness and foster healthy attitudes in choosing options that result in growth and balance in physical, emotional, social, and intellectual growth.

Graduation Requirement:

All students are required to pass three (3) semesters of Wellness PE and one (1) semester of Wellness Health for graduation.

Wellness HLT (Health)	DESE CODE #08051 ASPEN CODE #06114
Level: Unleveled	Credit: 0.5 (Semester)
<p>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.</p> <p>Grades 9-12 Health Pacing Calendar</p>	

**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 ap. This class is also about awareness, acceptance and dignity. Unified Sports and those individuals involved must be dedicated to promoting social inclusion through athletics and competition experiences. Our motto, "Training together and playing together is a quick path to friendship and understanding."

[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

City of Malden MASSACHUSETTS MALDEN PUBLIC SCHOOLS

VISUAL ARTS

GRADE 09	GRADE 10	GRADE 11	GRADE 12
<ul style="list-style-type: none"> • Foundations of Art • Studio 1 • Calligraphy & Design • Ceramics I • Digital Art 	<ul style="list-style-type: none"> • Foundations of Art • Calligraphy & Design • Ceramics I • Ceramics II • Digital Art • Studio I: Introduction to Drawing and Painting • Studio II: Intensive Drawing and material exploration 	<ul style="list-style-type: none"> • Foundations of Art • Calligraphy & Design • Ceramics I • Ceramics II • Digital Art • Studio I: Introduction to Drawing and Painting • Studio II: Intensive Drawing and material exploration • Studio III: Portfolio Development 	<ul style="list-style-type: none"> • Foundations of Art • Calligraphy & Design • Ceramics I • Ceramics II • Digital Art • 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.

[Studios Art Curriculum](#)
[Studio 1 Pacing Guide](#)

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****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 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

City of Malden MASSACHUSETTS MALDEN PUBLIC SCHOOLS

INSTRUMENTAL ARTS

GRADE 09	GRADE 10	GRADE 11	GRADE 12
<ul style="list-style-type: none"> • Concert Band • Small Ensembles Course • Instrumental Methods & Basics • Music Theory 	<ul style="list-style-type: none"> • Concert Band • Instrumental Methods • Small Ensembles • Wind Ensembles • Independent Study: Performing Arts • Music Theory 	<ul style="list-style-type: none"> • Concert Band • Instrumental Methods • Small Ensembles • Wind Ensemble • Independent Study: Performing Arts • Music Theory 	<ul style="list-style-type: none"> • Concert Band • Instrumental Methods • Small Ensembles • Wind Ensemble • Independent Study: Performing Arts • Music Theory

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)
<p>This class is designed to be a beginner class 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.</p> <p>Instrumental Methods Curriculum Instrumental Methods Pacing Calendar</p>	

**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](#)
[Marching/Concert Band Pacing Calendar](#)

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](#)
[Wind Ensembles Pacing Calendar](#)

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](#)
[Small Ensembles Pacing Calendar](#)



VOCAL/CHORAL ARTS

VOCAL/CHORAL ARTS

GRADE 09	GRADE 10	GRADE 11	GRADE 12
<ul style="list-style-type: none"> Mixed Chorus Voice Class 	<ul style="list-style-type: none"> Mixed Chorus Voice Class Concert Choir Madrigal Singers Independent Study: Performing Arts 	<ul style="list-style-type: none"> Mixed Chorus Voice Class Concert Choir Madrigal Singers Independent Study: Performing Arts 	<ul style="list-style-type: none"> Mixed Chorus Voice Class Concert Choir Madrigal Singers 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)
<p>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.</p> <p>Mixed Chorus Curriculum Mixed Chorus Pacing Calendar</p>	

**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 Curriculum](#)[Concert Choir Pacing Calendar](#)**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 Curriculum](#)[Madrigal Singers Pacing Calendar](#)**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 Curriculum](#)[Voice Class Pacing Calendar](#)

**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](#)[Music Theory Pacing Calendar](#)**Independent Study – Performing Arts****DESE CODE #05147
ASPEN CODE #07892****Level: Honors****Credit: 0.5 (Full Year)**

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

GRADE 09	GRADE 10	GRADE 11	GRADE 12
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Intro to Engineering • Engineering for our Community • Engineering for the Future • Creative Design & Engineering • Introduction to Hydroponics and Gardening • Beginner Automotive • Intermediate Automotive • Intro to Computer Science • Software Engineering in Computer Science: Intro and Intermediate • AP Computer Science • CS Independent Study 	<ul style="list-style-type: none"> • Intro to Engineering • Engineering for our Community • Engineering for the Future • Creative Design & Engineering • Introduction to Hydroponics and Gardening • 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 Calendar](#)

**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.

[Creative Design and Engineering Pacing Calendar](#)

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.

[Engineering for Our Community Pacing Guide](#)
[Engineering for Our Community Pacing Calendar](#)

**Engineering for the 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.

[Engineering for the 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.

[Automotive Pacing Calendar](#)
[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.

[Automotive Intermediate Pacing Calendar](#)
[Automotive Intermediate Curriculum 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.

[Automotive: Advanced Pacing Calendar](#)
[Automotive Advanced Curriculum 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 with a focus on Algorithmic-Thinking/Programming. Utilizing MIT's SCRATCH block-based language and Object Oriented environment, this course will be covered in a friendly & intriguing setting via fifteen tutorials. It concludes with a large-scale project. Topics will include variables, conditionals, loops, procedures, arithmetic operators, Strings, and method signaling. Time permitting, other block based software packages will be sampled such as: 3D-SCRATCH BeetleBlocks, type converter Pencil Code, Animation via Alice, etc. as well as computer ethics, current technological events, and CS Careers. Using hands-on and real-world projects, students will learn not only computer programming in this course but the logic, or "science," behind it, a most important skill for any endeavor.

[District Developed Intro to Comp Sci Scope and Sequence](#)
[Introduction to Computer Science Pacing Calendar](#)

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 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)

Successful completion of Intro to Software Engineering with a grade of C+ or better.

This course CONTINUES the Introductory study of Computer Science to a more intermediate level and completes that equivalent to a first semester of college level Computer Science utilizing the popular web-based JAVA programming language. Advanced topics include Strings, methods with parameter passing + overloading, cumulative and fencepost algorithms, Boolean logic/operations, randomization, and with time permitting, both one and two dimensional arrays with some emphasis on sorting and searching algorithms. Students must successfully complete an independent project by the end of the semester.

[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 highly motivated students who would possibly pursue careers in Computer Science, Mathematics, or Engineering as it is equivalent to a full first semester of college level Computer Science with the subject matter laying the foundation for the advanced study in this field. The course includes but is not limited to one and two dimensional arrays, ArrayLists, Classes, Inheritance & Interfaces, and Recursion. AP prep via numerous Free Response/Open Ended and Multiple Choice questions will be significantly utilized as will medium to large scale programming projects. A case study may also be a part of the course. Students are expected to successfully manage large scale programs and pass the AP Exam.

Students enrolled in this course are required to take the AP exam in May.

[College Board AP Computer Science Curriculum](#)

[AP Computer Science Pacing Guide](#)

[AP Computer Science Pacing Calendar](#)

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)***

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

Help Desk**DESE CODE #02999**
ASPEN CODE #01144**Level: Unleveled****Credit: 0.5 (Semester)**

The student-led Help Desk course is open to students in grades 9-12 who are interested in assisting both students and staff with any and all issues associated with the Chromebooks and Google applications. Students must possess a comfort level with Google applications, have a desire and willingness to learn and have great customer service and communication skills. Students will answer questions, troubleshoot problems as the need arises and work on special projects under the direction of the Help Desk supervisor. To be considered for the Help Desk, students must fill out an application expressing their interest and are required to interview with either the Help Desk Supervisor or IT manager. This course will be graded on a Pass/Fail basis and daily attendance is mandatory in order to Pass.



Malden High School Practical Academics and Community Education (PACE) Program

City of Malden MASSACHUSETTS MALDEN PUBLIC SCHOOLS

PACE PROGRAM

GRADE 09	GRADE 10	GRADE 11	GRADE 12
<ul style="list-style-type: none">• PACE Daily Living Skills• PACE English• PACE Math• PACE Science• PACE Social Science• PACE Wellness• PACE Health• PACE Career-Based Learning	<ul style="list-style-type: none">• PACE Daily Living Skills• PACE English• PACE Math• PACE Science• PACE Social Science• PACE Wellness• PACE Health• PACE Career-Based Learning	<ul style="list-style-type: none">• PACE Daily Living Skills• PACE English• PACE Math• PACE Science• PACE Social Science• PACE Wellness• PACE Health• PACE Career-Based Learning	<ul style="list-style-type: none">• PACE Functional Literacy• PACE Applied Math• PACE Career-Based Skills• PACE Transition Skills• PACE Independent Living Skills• PACE Community and Recreation Skills

The Practical Academics and Community Education Program (PACE) is a multiyear program available for students with significant cognitive and/or physical disabilities. The goal of the Practical Academics and Community Education (PACE) Program is to provide students with academic, functional, and vocational skills so that they may transition successfully to adult life. These students may also receive ancillary services including speech and language therapy, occupational therapy, physical therapy, assistive technology, and augmentative communication.

**Practical Academics and Community Education (PACE) English****DESE CODE #01999
ASPEN CODE #10944****Level: On Level****Credit: 1.0 (Full Year)*****Student must be identified as in need of Special Education services***

This course is designed to provide entry points for English Language Arts instruction to meet the needs identified in each student's IEP. Basic fluency, vocabulary building, and comprehension of reading passages are covered, as well as reading for a functional real world purpose. Students learn how and where to obtain specific types of information (train/ bus route schedules, sale ads, recipes, menus, etc.), and reading newspaper and magazine articles for popular culture, sports, and current events. Expanding writing skills may include entry level instruction ranging from writing their name or a simple sentence, to writing multi-paragraph pieces. Students are encouraged to write in using real-world applications including practice writing down personal information, filling out job applications, creating lists, etc.

[Grade 9 ELA Scope and Sequence](#)[Grade 9 ELA Pacing Calendar](#)[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.

[Resource Guide to Curriculum Frameworks in Math for Students with Disabilities](#)[Math 1 Pacing Calendar](#)[Carnegie Learning Curriculum](#)[Unique Learning Math Pacing Guide](#)[Unique Learning Lesson Plans Overview](#)

**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.

[Resource Guide for Curriculum Frameworks in Science & Technology for Students with Disabilities](#)
[Biology I Pacing Calendar](#)
[Biology Curriculum Map](#)
[Unique Learning Science Pacing Guide](#)
[Unique Learning Lesson Plans Overview](#)

**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.

[Grades 9-12 Physical Education Pacing Calendar](#)

**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.

[Grades 9-12 Health Pacing Calendar](#)

**Practical Academics and Community Education
(PACE) Daily Living Skills****DESE CODE #22201
ASPEN CODE #19934****Level: On Level****Credit: .5 (Full Year)***Student must be identified as in need of Special Education services*

This course is designed to provide daily living skills instruction to meet the needs identified in each student's IEP. Students learn a wide range of skill sets to be a successful adult in today's society. Topics covered in this course include cooking, nutrition, domestic skills (cleaning, taking out trash, recycling, putting away materials), personal hygiene, safety, navigation, recreation exploration (specifically, widening a student's interests and opportunities to try new activities), and self-advocacy and social skills.

[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
(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	GRADE 10	GRADE 11	GRADE 12
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Learning Assistance Center (LAC) • Literacy Skills Workshop II • Numeracy Skills Workshop II • Math Strategies & Problem Solving • Biology Strategies & Problem Solving • Peer Tutoring 	<ul style="list-style-type: none"> • Learning Assistance Center (LAC) • Math Strategies & Problem Solving • Biology Strategies & Problem Solving • Peer Tutoring 	<ul style="list-style-type: none"> • 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 Pacing Calendar](#)
[Biology 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.)

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"> No more than the max recommended 150 minutes per night
<p>No homework will be assigned over Thanksgiving, Winter, February, and Spring Breaks. Projects, presentations, or other assignments will not be due until at least the second day following the break. The same policy applies for the administration of assessments. Educators are not to “double up” on homework assigned before a break.</p>		
<p>Homework Philosophy</p> <p>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.</p> <p>What is The Recommended Homework Time in High School?</p> <p>Once your student is in high school, Grades 9 – 12 students usually receive four to five homework assignments per night. High school students should focus about 25-30 minutes on each assignment/subject. For example, if your student is in Grade 10 and has a Math and English assignment to do for homework, they should spend at least 30 minutes on English and 30 minutes on Math. If they take one or two short breaks, it works out to be 75 minutes to complete both assignments.</p> <p style="text-align: center;">No homework should be assigned to students during school breaks.</p>		

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 Form200):

- a. To our knowledge recruitment was not involved in any way.
- b. At the time of transfer, the student was in good standing.
- c. The student would be academically eligible at the sending school.
- d. To our knowledge the transfer was in no way motivated by athletics.
- e. The student would have been eligible by MIAA and local rules at the sending School.
- f. If the sending school believes recruitment, or transfer was related to athletics (a & d above), they must make an allegation with additional proof(s) to the MIAA Executive Director or designee within 10 days of returning the Form 200 to the Receiving School. They must also NOT INITIAL "a" or "d" when filling out Form 200.

Student Eligibility: Academic Requirements

58.1 A student cannot at any time represent a school unless that student is taking courses equivalent to four traditional year-long 'major' English courses.

58.1.1 Academic eligibility of all students shall be considered as official and determined on the published date when the report cards for that ranking marking period are to be issued to the parents of all students within a particular class.

58.1.2 When utilizing a 4 x 4 block schedule, a student must pass at least two of the four required 'major' courses (or equivalent) in each academic marking Period.

58.2 A transfer student may not gain academic eligibility if the student was not, or would not be, eligible at the sending school, unless transfer was necessitated by a move of parents and then eligibility would be determined by receiving schools eligibility standards (see Rule 57.7.1).

58.3 FALL - To be eligible for the fall marking period, students are required to have passed and received full credits for the previous academic year, the equivalent of four traditional year-long major English courses. Term grades cannot be used to determine fall eligibility.



58.4 END OF Q1, WINTER & SPRING - A student must secure during the last marking period preceding the contest a passing grade, and full credit, in the equivalent of four traditional year-long 'major' English courses. (e.g. second quarter marks and not semester grades determine third quarter eligibility)

58.5 SENIORS - A senior student-athlete academic eligibility following the third-quarter report cards being issued, will carry through to the conclusion of the spring sport season. Fourth quarter grades can't then render a senior academically eligible.

58.6 Incomplete grades may not be counted toward eligibility until they are made up following school policy.

58.7 A student who repeats work upon which a student has once received credit cannot count that subject a second time for eligibility.

58.8 A student cannot count, for eligibility, any subject taken during the summer, unless that subject was pursued and failed during the immediate preceding academic year.

58.9 All co-operative team athletes must meet the eligibility standards of their own school as well as the host school.

Reference - MIAA Handbook July 1, 2021 - June 30, 2025



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 2024-2025

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.