



Malden High School

Program of Studies

2013-2014



**For Incoming Grade
9 Students**

Table of Contents

| | |
|--|--------------------|
| • Principal Letter | page 3 |
| • Contact Information | page 4 |
| • Mission and Expectations | page 5 |
| • Graduation Requirements | pages 6-7 |
| • Massachusetts University Admissions | pages 7-8 |
| • MassCore | page 8 |
| • Course Levels | page 8 |
| • Business | page 9-10 |
| • English as a Second Language (ESL) | pages 10-11 |
| • English Language Arts | pages 12-13 |
| • Fine and Performing Arts | pages 13-15 |
| • Foreign Language | page 16-17 |
| • Mathematics and Computer Programming | pages 17-18 |
| • Science | pages 19 |
| • History/Social Sciences | pages 20-21 |
| • Special Education | pages 21 |
| • Technology Education and Applied Technology | pages 22-23 |
| • Wellness | page 23-24 |

Letter from the Malden High School Principal

Dear students and parent/guardians,

The Program of Studies is a catalogue of the curriculum offerings at Malden High School. The guide is thoughtfully put together over a number of months and reflects work done by the Malden High School administration, its teachers, and teacher-leaders with support from the K-12 curriculum directors for the Malden Public Schools.

Our course offerings are intended to challenge and excite students while at the same time preparing them for a future in a variety of fields. Our courses adhere to the Massachusetts Department of Education Curriculum Frameworks and Standards, follow university and college acceptance requirements, and imitate the best practices among the best high schools. We ask you to look the document over closely as you work with your guidance counselor in creating a meaningful schedule and academic plan.

The Program of Studies is organized in such a way that students and parents can understand the curricular offerings, sequence of courses, and the logic behind developing a student schedule. When creating a schedule, the student, parent/guardian, and the school staff should take several criteria into consideration.

Among these are:

1. Graduation requirements for the students
2. College/university entrance requirements
3. Interests and aptitudes of the student
4. Predictability of success in a course (based on completion of prerequisites, previous grades, motivation of student et al)
5. Teacher recommendations
6. Special consideration such as Special Education status or status as an English Language Learner.

Course selection is an important process; we hope you will take the time to review the program of studies and work with your child to develop an appropriate schedule.

Once the schedule is accepted by the student and their parent/guardian and approved by the school a brief window of opportunity, called the **drop/add period** is available for schedule changes. In 2012-2013 the drop/add deadline for all courses is **September 14, 2012**. After this date there are no schedule changes allowed.

If you have any questions or concerns during the scheduling process please do not hesitate to contact the school. We recommend that you begin with your student's guidance counselor.

Sincerely,
Dana F. Brown, Principal

Malden High School Contact Information

Principal

Mr. Dana F. Brown,
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Jenkins (C) House Master
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Malden Public School District Central Administration

- Dr. David DeRuosi, Superintendent of Schools, 781-397-7204
- Dr. Kelly Chase, Assistant Superintendent for Teacher Quality and Professional Development, 781-397-7214
- Ms. Irene Oliver, Business Manager, 781-397-7213

System-wide Directors and Administrators (Pre K-12)

- Margaret Adams, Director of Balanced Literacy and Title I, 781-397-7307
- Judi Allen, Director of History and Social Studies, 781-397-6026
- Maryann Finn, Director of Mathematics and Data Analysis, 781-397-6024
- Manjula Karamcheti, Director of Guidance, Testing, & Academic Support, 781-397-6005
- Dan Keefe, Director of Athletics and Physical Education, 781-397-6006
- Maura Johnson, Administrator of Pupil Personnel Services, 781-397-7257
- Jane Skelton, Director of Humanities, 781-397-6025
- Anne O'Connell-Hanifan, Director of the Early Learning Center, 781-397-7025
- Thong Phamduy, Director of IT and Parent Information Center, 781-397-6111

Mission Statement

Malden High School, in partnership with our extended community, promotes academic excellence, personal growth, and civic responsibility for all students.

Academic Excellence

Malden High School students are expected to:

1. read critically for understanding
2. listen critically for understanding
3. write for a variety of purposes
4. communicate clearly through speaking
5. apply critical thinking skills for reasoning and problem-solving
6. utilize technology to conduct research, to support critical thinking, and to present information
7. work collaboratively with peers and Malden High School staff
8. develop personal interests and goals within a course of study

Personal Growth

Malden High School students are expected to:

1. exhibit responsible, respectful, and appropriate personal behavior
2. demonstrate teamwork and cooperation in their school and in their extended community
3. make informed, healthful decisions in and out of school

Civic Responsibility

Malden High School students are expected to:

1. demonstrate respect for others in their school and in their extended community
2. value and respect school and community property
3. exercise the rights and responsibilities of citizenship in a democracy

Graduation Requirements at Malden High School

Students must pass a minimum of 20 credits (combination of full-year credits, 1.0 and semester course credits, .5) based on the following requirements:

- 4 years/credits** of English (9th, 10th, 11th, 12th grade English)
- 4 years/credits** of Mathematics, one of which must be an Algebra course
- 3 years/credits** of Science, one of which must be Biology (with lab requirement)
- 3 years/credits** of Social Sciences, which must include United States History I and II and the other in World History
- 2 years/credits** of Wellness (Physical Education and Health)
- 2 years/credits** from the following disciplines: Business, Technology Education, Fine Arts
- 3 core/elective years/credits** from any discipline

All students must pass the Massachusetts Comprehensive Assessment System (MCAS) tests in Mathematics, English Language Arts, and Science (typically Biology); students not meeting the MCAS requirement but meeting all of the local MHS graduation requirements will receive a certificate at graduation but not a Malden High School diploma.

Educational Proficiency Plan (EPP) Requirements

School districts must develop an EPP for any student after 2010 that does not score at 240 or above on the grade 10 ELA and Mathematics MCAS tests. The EPP must identify the student's strengths and weaknesses, based on MCAS and other assessment results, coursework, grades, and teacher, student, and counselor input. It must also include the courses (ELA and/or mathematics) the student will be required to take in grades 11 and 12. For our purposes most seniors will be taking 4 years of math and 4 years of English.

Schedule changes, promotion criteria, and taking outside courses for credit:

Courses at Malden High School meet 6 times in a 7 day cycle. A credit is earned when a student successfully passes the course at the end of the year. Semester course courses meet 6 times in a 7 day cycle for 1st and 2nd quarter **or** 3rd and 4th quarter.

For the 2012-2013 school year the last day to add/drop a course for both 1st and 2nd semester courses is Friday, September 14, 2012.

After the student's schedule is accepted by the student and their parent/guardian and approved by the school:

- A student can request a schedule change to move "up" a level in the same course, at the end of a marking period if space allows and the sending teacher approves. Please note that students can only enter an Advanced Placement course at the start of the school year. *Requests to drop "down" a level will not be granted after the drop/add period.*
- Special Education schedule changes, by law, can be made at any time after consultation with the special education liaison and the appropriate guidance counselor.
- A 12th grade student can request a change if a course change is necessary for the student to fulfill a graduation requirement.
- All 9th grade students must pass 5 credits in order to be promoted to the 10th grade. Two of the 5 credits passed in the 9th grade must be in a core Mathematics class and English class.
- 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.

- In some cases a course taken at the community college or college/university level can be substituted for a full year course at Malden High School. Permission from the Principal must be granted before a student enrolls in any course outside of Malden High School if the student intends to apply the credit to the graduation requirements of Malden High School.
- Juniors finishing all of their graduation requirements except Senior English are allowed to petition the Principal for early graduation. In order to graduate in three years a student must also pass MCAS and fulfill the Senior English requirement at a college/university or at an equivalent evening school program.

Post-Secondary Planning at Malden High School

Students presently take the majority of their classes at Malden High School at the levels of College Preparatory, Honors, and Advanced Placement. Some elective classes are non-leveled. A student's schedule plays an important role in determining whether or not the student will be accepted into a higher education system when they graduate from high school. Colleges and universities are looking for rigor in a student's high school coursework, not necessarily high grades in lower-level courses. Please see your guidance counselor with questions regarding placement.

Massachusetts State University and University of Massachusetts Minimum Admissions Requirements

This is the core group of college preparatory courses that must be taken:

| | |
|------------------|--|
| English | 4 years |
| Mathematics | 3 years (Algebra I, II & Geometry or Trigonometry, or comparable course work) |
| Sciences | 3 years (including 2 courses with laboratory work) |
| Social Science | 3 years (including US History I & II and World History) |
| Foreign Language | 2 years in the same language |
| Electives | 2 years (from the above subjects or from the arts and humanities or computer sciences) |

NOTE: Students for whom English is a second language, students with a diagnosed learning disability, and students coming from a vocational/technical school may be allowed some course substitutions.

A MINIMUM 3.0 Grade Point Average (GPA) must be achieved based on all college preparatory courses completed at the time for application. Weighting is given for honors and AP courses.

For those candidates who do not meet the minimum GPA, a sliding scale consisting of the GPA and SAT I or ACT scores can be used. Some students who do not meet minimum requirement may be accepted under a special admissions program. However, *no applicant with a recalculated high school GPA below 2.0 may be admitted to a four-year State University.* Students should consult with their counselors for more detailed information.

The admissions standards for Massachusetts State Colleges and the University of Massachusetts system emphasize a strong academic high school background so that students enter college ready to learn. These standards represent minimum requirements. Massachusetts State Colleges and Universities require that students pass MCAS. There are also minimum GPA and SAT requirements. Community Colleges may admit any high school graduate or GED recipient. Please see your guidance counselor for more information.

MassCore

The Massachusetts High School Program of Studies (MassCore) is a recommended, rigorous course of study based on standards in Massachusetts’s 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, two units of the same foreign 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.

| | MassCore | Massachusetts State University and University of Massachusetts Minimum Admissions Requirements |
|--------------------------------|--------------------------------|--|
| English/Language Arts | 4 Units | 4 courses |
| Mathematics | 4 Units (including Algebra II) | 3 courses (Algebra I & II and Geometry or Trigonometry, or comparable coursework) |
| Science | 3 Units of lab-based science | 3 courses (including 2 courses with laboratory work) |
| History/Social Science | 3 Units | 2 courses (including 1 course in U.S. History) |
| Foreign Language** | 2 Units | 2 courses |
| The Arts** | 1 Unit | |
| Additional Core Courses | 5 Units | 2 elective courses |
| Total | 22 Units | 16 courses |

Malden High School Course Level Designations

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

College Preparatory (CP) courses work on post-secondary readiness skills in reading, writing, and critical thinking, among others. Students in these courses have homework on a regular basis, and will be expected to plan and complete long-term assignments, including complex writing assignments. Some classroom time is devoted to reviewing concepts and problems encountered in the homework.

Honors (H) courses either move at a somewhat faster pace than our regular college preparatory courses and/or include some additional materials that expand on topics being covered. Therefore, more homework can be anticipated both in volume and in degree of difficulty. While these courses provide some practice and repetition in the classroom, it is assumed that students will be able to grasp material with only a moderate amount of teacher direction. Students are expected to learn independently, show initiative in class discussions and demonstrate a mature approach to and completion of assignments.

Advanced Placement (AP) courses are recommended for students who have demonstrated exceptional academic achievement through a combination of ability and motivation. These courses contain considerable enrichment and acceleration and culminate with students taking the national AP exam in the spring. Instruction will assume that students are able to grasp concepts on initial presentation, and will, therefore, emphasize observation, analysis, synthesis, and problem solving. There will be little practice or repetition within the classroom. Students are expected to be able to organize their time, to plan long-term assignments, and to seek help when necessary, all on their own initiative.

BUSINESS

General Philosophy

The Business Department strives to prepare the student body with the skills and knowledge to become a productive member of the business world for the 21st Century. Fundamental to the accomplishment of this major objective, is the inclusion of the following goals:

- Develop basic skills
- Prepare students for business employment
- Provide preparatory training for post-secondary education
- Provide the opportunity for computer literacy and proficiency
- Prepare students to be informed consumers/citizens with knowledge of and appreciation for our free enterprise system,
- Promote business as a career and create an awareness of and appreciation for business real life experiences

Freshman Technology Management and Career Preparation

05113

Level: College Prep

Credit: .5 (Semester course)

This course will prepare you to effectively incorporate computer technology with the learning strategies utilized in your courses at Malden High School. You will be introduced to software and web programs that will enhance your keyboarding skills and mastery of industry standard documents to prepare you for the work world via employment applications, cover letter, resume, interviewing techniques. Exploring Self-Awareness, Career Research, Career Degrees, and Career Decisions will help you evaluate, match and integrate information about yourself and various occupations into satisfying career choices and to make easier the transition from academics to the 21st Century work world. Working with research tools, team work, collaboration, and organization skills, setting priorities, staying disciplined, and developing essential study strategies are the prime objectives in this course.

**This course is taught in a computer room.

Social Media Connections

#05733

#05732

Level: College Prep/Honors

Credit: .5 (Semester course)

Technology is changing everything we do, including how we communicate. This course will allow students to explore how social media has changed communication, how it affects their future, and how they can use it to their advantage. The students will also learn a variety of web tools that will allow them to create a professional e-portfolio of information about themselves and career/college knowledge, which they can use in high school, college, and the world of work.

The goal of this course is to help make students become proficient in social media communication as well as a variety of web 2.0 tools.

Sample Content:

Social Media Research - How it has changed the way we communicate and how is it used in high school, college and the world of work

Utilizing web 2.0 tools, students will learn a variety of career information, for example,

- Video game designer career information
- Fashion career
- Sports marketing career Information
- Retailing and e-tailing

- Job/Career Search Knowledge – Learning current techniques using technology and web sites to create and distribute your resume and learning interviewing skills that you can use for college interviews.
- A look at how local companies can use social media and web tools
- Creation of an online portfolio

Sample of digital tools that may be used in this course:

Social Media (Facebook and Twitter), Wikispaces, blogs, Google docs, Social bookmarking of websites/content, You tube / Video sharing, Prezi, Animoto, Skype

Oral Communication
#05813

Level: College Prep/Honors
Credit: .5 (Half -year)

Oral communications is a form of empowerment. Come get empowered for business and for your personal life. It is essential to enhancing one’s personal development, influencing one’s world, and boosting one’s career. Developing poise and self-confidence for interacting in a global society is imperative for the 21st Century. Students will learn speech vocabulary, articulation, pronunciation, listening skills, practice speech wording and delivery in order to become comfortable with communicating effectively and appropriately with various audiences. Communication ethics and protocol will provide insight on how this process comes together in today’s workplace.

Personal Finance/Managing Wealth
#05203

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

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

ENGLISH AS A SECOND LANGUAGE (ESL)

ENGLISH LEARNER EDUCATION

The primary goal of the English Language Learner’s Program is to enable the English Language Learner to achieve communicative and linguistic competence in English and to perform in academic content classrooms with high expectations. The core classes have been divided in four levels, Early Intermediate (ESL I), Intermediate (ESL II), High Intermediate (ESL III), and Transitioning (ESL IV). At each level the four language skills (speaking, listening, reading and writing) will have be mastered before moving to the next level. Benchmarks have been developed to assure that students move into these levels well prepared to be successful in their classes at Malden High School and beyond.

ALL OF THE COURSES IN ESL LEVELS I, II, III, IV ARE COLLEGE PREP COURSES

ENGLISH AS A SECOND LANGUAGE PLACEMENT HAVE PREREQUISITES AND MUST GO THROUGH A PLACEMENT EXAM AND COMPLY WITH DEPARTMENT GUIDELINES.

ESL Level I
20123

Level: College Prep
Credit: 2.0 (Double block-Full year)

This course is designed for students with little or no English language proficiency. All four areas of second language acquisition are emphasized. Listening, speaking, reading and writing in English are emphasized through content-based instruction and the teaching of learning strategies appropriate for students just learning English. The course is designed around theme-based literature instruction using authentic texts. Focus will also be given to helping beginning students understand the structure of the English language as they begin reading texts on their own.

ESL Level II
#20223

Level: College Prep
Credit: 2.0 (Double block-Full year)

The course is designed for students with early intermediate English language proficiency. All four areas of second language acquisition are emphasized. Listening, speaking, reading and writing are emphasized through content-based instruction and the teaching of learning strategies. The course is designed around theme-based literature instruction using authentic texts. Focus will also be given to helping students be more fluent in their reading and apply reading strategies to literature.

ESL Level III
#20323

Level: College Prep
Credit: 2.0 (Double block-Full year)

The course is designed for students with intermediate English language proficiency. All four areas of second language acquisition are emphasized. Listening, speaking, reading and writing are emphasized through content-based instruction and the teaching of learning strategies. The course is designed around theme-based literature instruction using authentic texts. Focus will also be given to helping beginning students understand the structure of the English language.

ESL Level IV
#20403

Level: College Prep
Credit: 1.0 (Full year)

The course is designed for students with advanced English language proficiency, which needs an additional year of English support in addition to an ELA course. All four areas of second language acquisition are emphasized. Listening, speaking, reading and writing are emphasized through independent use of reading strategies to authentic literature and students own independent reading. This course is usually taken along with a grade appropriate English course.

***Intro to United States History**
#22104

Level: Unleveled
Credit: 1.0 (Full-year)

The content of this course focuses on the most important concepts included in the school's mainstream U.S. History I and II courses while emphasizing the development of academic language and English language skills. The course prepares English language learners to take and pass the school's mainstream U.S. History I and II courses.

***Intro to Life Sciences**
#23104

Level: Unleveled
Credit: 1.0 (Full-year)

The content of this course focuses on the most important concepts included in the Life Sciences while emphasizing the development of academic language and English language skills. The course prepares English language learners to take and pass the school's mainstream Biology I course.

*These courses, when successfully completed, earn students credit toward graduation. These three courses do not fulfill the requirements of graduation. However, exceptions may be made based on assessment data.

ENGLISH LANGUAGE ARTS

All college preparatory courses for each year (English 9-CP, 10-CP, 11-CP, 12 CP) comprise a college preparatory program. It is designed to provide students with a range of reading, writing, listening, viewing, inquiry, presentation, and discussion strategies that will enhance their ability to engage in critical interpretation, rhetorical analysis, and evaluation of different texts. Students will be expected to regularly use dialectical journals and reader's notebooks, to write with consideration of purpose and audience, 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.

Honors courses for each year (English 9-H, 10-H, 11-H, and 12-H) comprise an honors sequence for strong readers and writers desiring a challenging and demanding program. Advanced Placement English Language and Composition is offered in the junior and senior year. Advanced Placement English Literature and Composition is offered in the senior year.

Summer reading lists will be provided to students each June. Summer reading is **REQUIRED** of all students.

For students entering grade 9

All freshman English classes will include instructional strategies that increase students' reading, writing, presentation, problem-solving, and critical thinking skills

English 9 #00123

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

Prerequisite: Completion of 8th grade

This course provides a comprehensive study of the major genres of literature: short story, novel, poetry, drama (including Shakespeare), biography, and essay. It is designed to provide students with a range of reading, writing, listening, viewing, inquiry, presentation, and discussion strategies that will enhance their ability to engage in critical interpretation, analysis, and evaluation of different texts. The core required texts for this course are *Of Mice and Men*, *a Raisin in the Sun*, *Macbeth*, selections from the *Odyssey*, and *To Kill a Mockingbird*. Students will also read 2-5 additional full length texts, some selected by the teacher and some by the students themselves, as well as non-fiction, short stories and poetry.

Frequent writing assignments will concentrate on two basic forms: writing to demonstrate understanding in a single draft (the open response question) and multi-draft essays about literature that reflect a focus on students' ability to utilize the writing process: prewriting, drafting, revising, editing, publishing, and reflection. Students will be expected to regularly use dialectical journals and reader's notebook, 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 introduced to the library and basic research and citation skills.

English 9 #00112

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

Prerequisite: Completion of 8th grade and teacher recommendation

This course covers all of the areas listed above, with the addition of *Great Expectations* as an additional required text. 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 deep understanding of literary elements and the author's purpose. Students will be introduced to reflective and persuasive writing. Student will also read at least three additional texts beyond the core selections. The course will move at a faster pace than 9CP and will include additional assignments.

Reading and Writing Workshop I (Fall)
#00914
Reading and Writing Workshop II (Spring)
#00924

Level: Academic Prep
Credit: .5 (Semester course)
Level: Academic Prep
Credit: .5 (Semester course)

Prerequisite: Entering grade 9 and teacher/director recommendation
Students will be recommended for this class in two ways: middle school MCAS scores in the Warning or Needs Improvement categories in ELA/reading and teacher/principal/director recommendation. This is an intensive skill building course that 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 a reader's journal, and frequent revised writing assignments. Since this course will be in addition to the student's ninth grade English class, the majority of work will be completed in class.

Journalism: The Blue and Gold
#00923

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

Prerequisite: Grade 8 writing samples and advisor approval
The Blue and Gold, Malden High School's newspaper, has a long and proud tradition, having been published for nearly 90 years. In this elective course, students study writing, reporting, editing, layout, photography, and learn desktop publishing as they publish *The Blue and Gold*. Though students work cooperatively as a staff, they are also expected to complete individual assignments. Interested students should see their guidance counselors or *The Blue and Gold* advisor for an application.

FINE AND PERFORMING ARTS

The Fine and Performing Arts Department at Malden High School allows students an opportunity to develop their understanding and enjoyment of both the Visual Arts and Performing Arts. This creative experience will offer students the chance to explore for career possibilities in graphic/commercial design and the fine arts. The use of imagination and the development of creative skills will also lead to a greater appreciation of the arts for a lifetime. The Visual Arts curriculum at Malden High School is a program that actively promotes the importance of arts education in the general education of all students. Because the arts emphasize a variety of ways to explore, learn, and communicate, the Visual Arts offer many opportunities for students of varying intelligence 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 intellect. Students are encouraged to challenge and develop their skills in creative and critical thinking and are encouraged to utilize technology as a problem-solving tool. Authentic assessment with a sequential pattern offers students an innovative and imaginative experience in the visual arts, and promotes higher learning. Students who desire a college education with a fine arts concentration will be prepared to compete effectively. The course offerings reflect the State Standards for the Arts and the Massachusetts Curriculum Frameworks.

Fine Arts Department

Exploring the Foundations of Art
#07973

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

So you think you can't draw?

This course is specifically designed to introduce students to the essentials of understanding how to draw, and in turn how drawing is the bases for all other art. During this course students will explore

the elements and principles of art. While learning how to use many different materials and media students will be introduced to new methods and lots of possibilities to hone their artistic skills and interests. Learning the language and appreciation of art through art making; discussion of the world's great masterpieces; film and museum visits students will learn valuable critical thinking skills and will develop a positive response to the world of art. This course will cover many methods of drawing, print making, construction methods, basic watercolor painting techniques, and the use of pen and ink.

**Studio I: Introduction to Drawing and Painting
#07912**

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

This course introduces the elements and principles of art and design. The ability to observe and translate observation into visual expression is the fundamentals of this course. There will be a thorough investigation and explanation of both figure and life forms. Observation will also be a key component in the creative process. The elements and principles of design are examined in depth by dealing with diversified subjects. This course is important in the development of skill and education of the artist's eye and for further artistic advancement and proficiency. Learning the language and an appreciation of art through art making; discussion of the world's great masterpieces; film and 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, print making, construction methods, basic watercolor painting techniques, and the use of pen and ink.

This course is the pre-requisite for all advanced classes, including printmaking. Students who enroll in the honors level course will be expected to begin the development of a senior portfolio

**Calligraphy & Design
#07953**

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

This course will focus in 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.

Note: Students must pay a lab fee of \$20.00 for special materials and handmade papers. (Students with a financial hardship may request a waiver for the \$20.00 fee from the principal.)

Performing Arts

**Concert/Marching Band
#07863**

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

Prerequisite: recommendation of Band Director (audition class)

The Concert/Marching Band exists as an entity for experienced trained musicians to continue to develop mastery of their instruments through rehearsal of technique and repertoire appropriate to the venue. The Concert Band also doubles as the primary in-school rehearsal area of the award-winning Marching Band. This class is the only serious choice for accomplished wind players and percussionists alike and is one of the premiere groups of the music department. Literature will be given that is considered advanced high school to college level music.

**Percussion Ensemble
#07883**

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

Prerequisite: recommendation of Band Director (audition class)

The Malden Percussion ensemble has been one of the most celebrated teams throughout the New England area. This is due to the excellent musical training and development of its students. The daytime percussion ensemble for Malden High School will be a place for students to develop those skills necessary for success as a percussionist. Studies will include Marching Percussion, Concert Percussion, Drum Set, World Percussion (African, Latin American, Indian, etc...), Electronic Percussion

and Melodic Percussion (Marimba, Xylophone and Vibraphone, etc...). Students will perform at least once per semester a prepared piece of their choosing.

**Instrumental Methods and Basics
#07833**

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

Prerequisite: None

This class is designed to be an advanced beginner class designed to allow high school students with minimal instrumental training an opportunity to take an instrument and succeed. Too often students decide to start playing instruments later in life to a frustrating situation. This class allows students who wish to learn wind or percussion instruments the chance to do so in a relaxed mature environment. There is no pressure that the player sitting next to you has been playing for seven years and already possesses many of the skills you need. It will provide a more customized education and allow for much greater success in music.

**Mixed Chorus
#07814**

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

The Mixed Chorus at Malden High School is open to any student. It is an entry-level choral ensemble that is intended to prepare singers for further involvement in the Choral Arts program. 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.

**Introduction to Music Theory I
#07844**

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

Prerequisite: None

Introduction to Music Theory is a course designed to introduce the novice musician to the basics of Music Theory. Throughout the course, students will investigate concepts that include Staff, Clef, Note/rest values and relationships, Rhythmic notation, Scales, Key Signatures, Tempo indications, Basic Orchestration, Dynamic markings, Intervals and Triads. Students will develop their listening skills through music dictation exercises. Students may be asked to create simple compositions. However, this is not a composition class.

**Intermediate Music Theory II
#07854**

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

Prerequisite: Introduction to Music Theory I

This course is open to all students. It is designed to pick up where the Introduction to Music Theory course left off. Students are expected to have mastered all concepts in the introductory course before continuing with this course. A brief review of basic concepts will be followed by investigation of concepts including Chord progressions, Basic four part voice leading, Syncopation, Dominant Seventh Chords, Diminished Seventh Chords, Chord inversions, Figured bass, Non-Chord Tones. Students will develop their listening skills through weekly aural dictation. Students may be asked to create musical compositions that demonstrate an understanding of the concepts discussed, however, this is not a composition course.

FOREIGN LANGUAGES

The goal of the Malden Public Schools Foreign Language Program is to expose students to a language and culture in order to make them knowledgeable and active members of a global society. Students will learn to use foreign languages for meaningful communication in both spoken and written form. The Foreign Language Program emphasizes language as it is used in various real-life situations that students are most likely to encounter. Through foreign language study, students develop sensitivity to the cultural and linguistic heritage of other groups and the influence of these groups on the student's own culture.

French I, #04143

Level: College Prep

Italian I, #04133

Credit: 1.0 (Full-year)

Spanish I, #04123

Prerequisite: Teacher / counselor recommendation

The beginning courses are heterogeneously grouped and introduce the students to the study of the language with immediately useful language skills. Students will learn the basic sound system of the language, vocabulary in meaningful context, and cultural insights of the target culture. Students will have the opportunities to practice the language during class time; grammar and vocabulary are presented as a means of transmitting a spoken message as accurately as possible

Spanish I Honors

Level Honors

04122

Credit (1.0)

Prerequisite: Teacher recommendation

The first-year honors level course in Spanish is an intensive introduction to the study of the language with immediately useful language skills. Students will learn vocabulary in meaningful context, and gain cultural insights within the target culture. Students will have the opportunities to practice the skills and proficiencies necessary for first year of the target language acquisition. Students will develop the ability to communicate in the language during class time. Students will communicate in the language about everyday situations and increase their awareness of the culture through classroom activities. Classes will be conducted in the target language once fluency is achieved.

Spanish II

Level: College Prep

#04233

Credit: 1.0 (Full-year)

Prerequisite: Teacher recommendation and an average of 70-84 in the first year of language study.

This is a more moderately paced course and is designed for those who may have difficulties with the more accelerated language programs. Following a systematic review of the first year, the basic skills of listening, speaking, reading, and writing will be further developed and strengthened as the student increases vocabulary acquisition and knowledge of the language and culture.

Spanish II

Level: Honors

#04222

Credit: 1.0 (Full-year)

Prerequisite: Teacher recommendation and an average of 85 or better in the first year of the language.

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

Spanish for Native Speakers
#04152, 04153

Prerequisite: Teacher recommendation

Native Spanish speakers bring a unique skill set to foreign language learning. This course will enable students, whose first language is not English, to hone their skills in reading, writing, and speaking. They will therefore be appropriately challenged and supported for their future language acquisition.

Level Honors/College Prep
Credit (1.0)

Latin I
#04103

Prerequisite: Guidance Counselor recommendation

Latin I is designed to introduce students to the basic skills in the language and appreciation of Roman culture. Much attention is given to the learning of vocabulary and understanding of the grammatical structure in order to facilitate reading, comprehending, and writing basic Latin. While the ancient language and its ancient civilization is the center of the course, students will become aware of the influence of the classical world on modern life especially in the areas of traditions, vocabulary, and mythology.

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

MATHEMATICS

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

The curriculum at Malden High School has been aligned with the Massachusetts Curriculum Frameworks. It is our vision that this curriculum will allow all students to achieve mathematical competence through a strong mathematics program that emphasizes problem solving, communicating, reasoning, and making connections. All mathematics courses in grades nine and ten will emphasize the content knowledge, skills and strategies necessary to prepare students to pass the MCAS.

Students should carefully select a sequence of courses that continually challenges them. Courses should be selected which continue to move a student to higher- level courses. To receive a diploma, students must pass the MCAS and three non-elective, full-year math courses, one of which must be a complete course in Algebra I.

Algebra I
#01113

Prerequisite: none

This college preparatory course deals with topics of a traditional Algebra course, including those listed in the Massachusetts Mathematics Frameworks and needed for the state MCAS test. Topics include the properties of real numbers, polynomials, and factoring equations, inequalities, quadratic equations, linear equations, rational equations, graphing, exponents, radicals, and problem solving.

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

Math Lab I and II
#01914 Fall I
#01924 Spring II

Level: Unleveled
Credit: .5 (Semester course)

Students will be scheduled in both the Fall and Spring.

Prerequisite: Entering grade 9

Students will be recommended for this class in two ways: an 8th grade math MCAS score in the Warning or Needs Improvement categories and teacher/principal/director recommendation

This is an intensive skill building course that 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. In addition, the curriculum is designed to support students with their study of Algebra I CP as well as prepare them for the 10th grade MCAS examination by developing skills in the areas of number sense and operations, patterns, relations, algebra, geometry, measurement, data analysis, statistics, and probability. This course must be taken in conjunction with Algebra I CP.

Algebra I & Data Analysis
#01132

Level: Honors
Credit: 1.0 (Full-year)

Prerequisite: Successful completion of grade 8 mathematics and teacher recommendation or approval of principal/director.

This advanced course is for students with solid mathematical and problem solving ability, including proficiency working with signed numbers, fractions, decimals, proportions, and pre-algebra topics. This course reinforces and extends the Algebra I curriculum and integrates topics from probability and statistics throughout the course.

Geometry
#01232

Level: Honors
Credit: 1.0 (Full-year)

Prerequisite: Successful completion of grade 8 Algebra I or Algebra I and Data Analysis H and teacher recommendation, or approval of principal/director

This advanced course touches on all the major topics of plane and solid Euclidean geometry: logic and the nature of mathematical proof, parallel lines and planes, congruence, similarity and proportion, solid geometric figures, measure of area and volume, right triangle trigonometry and coordinate geometry. Topics are dealt with in a deeper manner than in Geometry CP and additional topics and requirements are added.

Computer Programming I
#01143

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

Prerequisite: Algebra 1 College Prep with an average of 75 or above

programming using the Visual Basic language. Buttons, images, text boxes, and other objects will be studied and the code behind them utilized. In addition, loops, if/else statements, procedures, and arrays will also be studied. Using hands-on and real-world projects, students will learn not only computer programming in this course but the logic behind it, a most important skill for any endeavor.

SCIENCE

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

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

Science Courses for students in Grade 9

Biology I

#03213

Level: College Prep

Credit: 1.0 (Full-year)

Prerequisites: None. This course is an introduction to biology and includes the major topics of biology that are outlined in the Massachusetts Frameworks for Science. Specific areas of concern are the cell, genetics, biochemistry, life functions, and ecology. A strong emphasis is placed on laboratory work, with a great deal of hands-on experience. Strategies needed to successfully pass the Biology MCAS will be stressed.

Biology I

#03202

Level: Honors

Credit: 1.0 (Full-year)

Prerequisites: Teacher recommendation with a grade of 87 or better in grade 8 science and math. This is an in-depth course emphasizing major topics of biology that are outlined in the Massachusetts Frameworks for Science. Specific areas of concern are the cell, genetics, biochemistry, life functions, and ecology. The course concentrates on concepts that are supported by extensive laboratory experimentation, analysis and report writing. Supplemental readings are used to enrich each topic. Strategies to reach proficiency on the MCAS exam in Biology will be stressed

HISTORY AND SOCIAL SCIENCES

The History/Social Studies 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 Social Studies program, students are provided with a framework to learn new content by integrating literacy and technology skills in an inquiry based environment. This design inspires students and sparks their curiosity to pursue deeper study in areas of interest and in turn become increasingly active and knowledgeable citizens. As 21st century learners, our students develop digital literacy skills, and learn the value of collaboration and innovative technology tools to drive their learning and strengthen their problem-solving and critical thinking skills.

Students are engaged and responsible for their learning which prepares them to succeed in college, work, and life. Our goal is the development of informed, thoughtful, opinionated, and prepared young people who are ready to take on a leadership role and advocate for social justice as they engage in the world around them.

Course Sequence and Requirements:

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

- U.S. History I (College Prep or Honors)
- U.S. History II (College Prep or Honors) or Advanced Placement U.S. History
- **Modern World History (College Prep or Honors) or Advanced Placement Modern World History**

Grade 9:

U.S. History I #02113

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

In U.S. History I, students examine the historical and intellectual origins of the United States developed from Western Europe through the Revolutionary and Early Republic eras. Students study the framework of American Democracy; analyze key documents including the Declaration of Independence and the Constitution, and the basic concepts of American Government. The course then traces America's westward expansion, the establishment of political parties, economic and social change, sectional conflicts, the Civil War, and Reconstruction. As a part of the curriculum, students will engage in a community service learning project throughout the school year. In collaboration with the nonprofit organization, Generation Citizen, students will discover, research, plan, and implement a project. Weekly assistance provided by Northeastern and Tufts undergraduate mentors helps foster civic participation and youth advocacy. This project will help students become skilled in the areas of democracy, governmental process, public policy, advocacy, and action. The project is closely aligned with the content of the USI curriculum and will be an integral part of the student's assessment and final grade.

U.S. History I #02112

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

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

Foundations of Law
#02913, 02912

Level: College Prep/Honors
Credit: .5 (Semester course)

Why do we need laws? How does a law in practice compare to a law on paper? What does equal justice mean? This 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, international law, human rights, crime scene investigation and careers in law and justice. Integrated into the curriculum are performance based assessments, including mock trials, international conferences, policy debates, and a crime scene investigation. Students will be exposed to a variety of career opportunities within the law and justice field, learning and applying the skills needed for each job.

SPECIAL EDUCATION

Literacy Skills Workshop I
#10704-Fall , 10734-Spring

Level: Unleveled
Credit: 0.5 (Semester Course)

Special Education students in grade 9 with an English Language Arts, Reading Comprehension, and/or Written Expression Goal in their IEP will take this course. This is an intensive skill building course that 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 a reader's journal, and frequent revised writing assignments. Organizational skills and study skills will be embedded in the course.

Numeracy Skills Workshop I
#11704-Fall, 11714-Spring

Level: Unleveled
Credit: 0.5 (Semester Course)

Special Education students in grade 9 with a math goal in their IEP will take this course. This is an intensive skill building course that 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 Algebra I CP as well as prepare them for the 10th grade MCAS examination by developing skills in the areas of number sense and operations, patterns, relations, algebra, geometry, measurement, data analysis, statistics, and probability. Organizational skills and study skills will be embedded in the course.

Reading Instruction
#10824 (Fall)
#10834 (Spring)

Level: Unleveled
Credit: .5 (meets 3 x cycle)
Credit: .5 (meets 3 x a cycle)

Prerequisite: Direct service required by IEP Grades 9-12

Specialized reading instruction is provided to students who need significant direct instruction in a phonetic multi-sensory approach to reading. The program emphasizes basic phonology through teaching the six types of syllables, advanced concepts of silent letters and affixes for root words. The course provides extensive opportunity to practice and internalize word structure and develop fluency. Teacher recommendation required.

TECHNOLOGY EDUCATION

A Philosophy of Technology Education

Technology is the application of organized knowledge and problem-solving techniques. It consists of inventions, innovations and other creative developments for producing physical objects and performing services. Technology uses resources, tools, machines, processes and systems to satisfy the material needs and desires of people. It includes the process of design, engineering, invention, research, experimentation, development, production and control. The development and application of technology have occurred primarily in industry, our major economic institution. Technology and industry have provided both benefits and problems for our society, culture, and environment. Future technological developments must maximize the benefits and minimize the problems. These are the insights that activities in Technology Education are intended to address.

Technology Ed. I - Exploratory #08104

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

This course is designed to expand students' horizons and help them create an experience and information base for making their own career decisions. It also enables students to choose a tentative route through school toward definite occupational objectives. Students will rotate through the following technology areas: Auto Technology, Small engine, Technical Drawing, Wood, Reading Blue Prints and Drawings. Students will rotate through 2 shops for a semester course one quarter each.

Technology Ed. II - Exploratory #08204

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

Prerequisite: Successful completion of 08104

The program will offer a minimum of one course in each of the two Technology cluster areas. Students selecting Tech II courses will rotate through the following cluster areas, Automotive and Wood Technology. Each course is offered on a rotation throughout one half- year with students rotating through the two shops one quarter each. Each area will focus on the goal of Vocational and Technology Education to develop technological literacy for all students through an activity-based educational program.

Automotive Technology - Transportation

Basic mechanical skills are developed. The student becomes familiar with automotive tools and light equipment, the inspection and repair of the exhaust system, tire and wheel service maintenance, wheel balancing, radiator and cooling system maintenance, and brake and front-end inspection.

Woodworking Technology - Construction

Emphasis is placed on the basic use of hand tools, machines, and the reading of blueprints and drawings. Students receive training in basic wood projects.

APPLIED TECHNOLOGY

The Applied Technology program at Malden High School is a blend of traditional "hands-on" project based Industrial Arts courses, "system" based Technology Education courses and high-tech Engineering courses. All courses are part of a comprehensive action based program that is designed to meet a wide range of students and grade levels. Our Pre-Engineering and Manufacturing programs are a great way to get your students interested in exciting and rewarding careers. Hands-on experience in a wide range of engineering technologies using industrial quality equipment and software prepares them for success in college and beyond.

Amatrol’s learning design engages students at their own pace, allowing them to be successful in understanding and applying new technical knowledge. The programs work well in both self-directed as well as traditional classrooms.

Amatrol’s High School programs use a unique blend of project-based team learning combined with a rotational individualized learning format for technical skills development. Amatrol offers both traditional equipment-based labs as well as virtual labs. While designed for self-paced learning, Amatrol’s learning programs are equally effective in traditional classroom settings. All of Amatrol’s learning programs allow students to fully experience the rewards of hands-on, applied technical learning.

SPECIAL NOTE: Ninth grade students who are considering taking the “Technology and Engineering Test” for the Science MCAS should take both EXPLORING ENGINEERING (semester 1) and ENGINEERING DESIGN PROCESS (semester 2). These two courses will cover the learning standards established in the Massachusetts Science and Technology and Engineering Framework and establish a knowledge base aimed at successful completion of the rest

**Back to the Future- EXPLORING ENGINEERING I
#08113**

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

This course will explore many facets of engineering and how it affects our daily lives, as well as providing an opportunity to gain insight into engineering as a career. A wide variety of hand, power and computer-controlled tools and machinery will be used during the many activities in this course. Students can expect to study alternative energy, learn to use CNC machinery, explore virtual bridge building, design and build a prototype vehicle along with other topics in the areas of manufacturing, construction, communication, and thermal systems.

**ENGINEERING DESIGN PROCESS I
#08123**

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

Successful completion of 08113 or approval of teacher
Students electing this course will design, create, test, evaluate, and redesign projects to meet or exceed certain specifications. Students will be presented with “real world” problems or needs which they must solve by applying the engineering design process. Working in teams of 2 to 6 people, students will have to research the problem or need, develop a plan or product to resolve it, produce a prototype, test it to see if it works, collect and analyze the data, redesign, rebuild and retest as needed, and present their findings to the class.

WELLNESS

The objective of the Wellness/Physical Education Department is to provide students with experience and instruction that will enable them to develop a healthy lifestyle. Courses are designed to increase awareness and foster healthy attitudes in choosing options that result in growth and balance in physical, emotional, social, and intellectual growth.

All students are required to pass four semesters (.5 each) of the Wellness curriculum for graduation. (Pass/Fail)

**Wellness HLT (Health)
#06114**

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

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

Wellness PE (Physical Education)

Level: Unleveled

#06204

Credit: .5 (Semester course)

- Ball Sports (basketball, volleyball, football, soccer)
- Racket Sports (tennis, badminton, table tennis)
- Stick sports (lacrosse, floor hockey)
- Aerobic Exercise
- Plyometrics and Weight Training -Statistics in sports, rules, regulations and strategies will be covered. Proficiency will be measured by a written examination at the end of the course

Students may select any section.

Malden High School reserves the right to cancel any class due to under-enrollment, scheduling issues, or budgetary constraints.