

Dover High School Curriculum Progress: 2014-present

2014-2015

- Finishing our last contract year with Framework for Effective Instruction (FEI) consultants to help teachers utilize the 90 min block effectively with an objective, modeling thinking, student exploration and synthesis.
- Common syllabi work began

2015-2016

Focus on Assessment and Competencies

- Started year with common syllabi for common courses
- Assessment professional development provided in the following areas: formative assessment, traditional summative test construction, rubrics, competencies, backwards design.
- Curriculum mapping work began
- Competencies were revised in all departments as needed
- Science began work on realigning courses to new standards (NGSS) and competencies

2016-2017

- Curriculum mapping work continued
- Lack of PD days during the year due to snow-end of year Project-Based Learning training
- Science work continued

2017-2018

- Curriculum maps were completed
- Social and emotional learning training
- Social Studies-new C-3 Framework curriculum training

Dover High School (DHS) Course Curriculum Map

Course Name: Journalism I Unit 1: Basic Editorial Skills

State Standard (CCSS, NGSS, or NH Grade Level Expectations)	DHS Competencies (essential concepts, skills)	Essential Questions and/or Unit Objectives	Instructional Strategies (include 21 st Century skills and best practices)	Assessments
CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-LITERACY.W.11-12.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). CCSS.ELA-LITERACY.W.11-12.3.D Use precise words and phrases, telling details, and sensory language to	3. Students will understand through that speaking purposefully and articulately, and listening and viewing attentively and critically, are essential to becoming confident, responsible, adaptive and fluent communicators. 4. Students will practice a variety of journalistic forms while recognizing a purpose and audience through media publications. 5. Students will understand that it is necessary to practice the critical thinking skills and apply in all journalistic work.	1. In what ways is journalistic writing separate from academic or personal writing? 2. How can journalists use a variety of stylistic and structural forms to inform, educate and lead civic discourse? 3. How can journalists utilize objectivity in their writing yet lead and inform public discourse? 4. How can an understanding of audience guide purpose and style of journalistic writing?	- Students are asked to annotate and label hard news stories according to the inverted pyramid - Students engage in structural/organizational activities in groups by organizing provided (and then self-discovered) information, data or clipped story elements to understand the structure and value of the inverted pyramid. - Students are routinely asked to bring in local, national and global hard news stories (and later features) for peer group analysis and discussion. - Students cover, or collect information from, a real-world event, organize that information and then assemble it into an inverted pyramid hard news story. - Students will develop detail notes and guides for the structural, stylistic and tonal differences between hard and	-Students will work in pairs to write an in-depth profile story on one another. They will collect information, develop a pitch and write the story. Students will create 4 or more stories for a front page of a newspaper focusing on multiple versions/accounts of a single fairy-tale. They will be required to produce 1 hard news story and 3 feature news stories (of varying types) that proficiently display knowledge and understanding of journalistic writing style and story structure.

convey a vivid picture of the experiences, events, setting, and/or characters. <u>CCSS.ELA-LITERACY.W.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>CCSS.ELA-LITERACY.W.11-12.5</u> Develop and strengthen writing as needed by planning, revising, or editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		soft news stories as well as each different <i>type</i> of soft (features) news story type. -Students will develop “pitches” for feature story ideas that display an understanding of the goals and structure of each individual story type. -Students will write practice articles for each feature story type that develops a proficiency in the writing style. Implicit 21st Century Skills: -personalizing instruction -engaging students as active and self-directed learners -emphasizing inquiry, problem-solving, and higher order thinking -applying knowledge and skills to authentic tasks -engaging students in self-assessment and reflection -integrating technology -using formative assessment, especially during instructional time -strategically differentiating -purposefully organizing group learning activities -providing additional support and alternative strategies within the regular classroom	-Students will develop and pitch a feature story which appeals to the DHS audience (knowledge of audience) and then work with their peers to write, edit, revise the story for publication (knowledge of style & structure)
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Course Name: Geometry Unit 3: Proportions and Similarity

State Standard (CCSS, NGSS, or NH Grade Level Expectations)	DHS Competencies (essential concepts, skills)	Essential Questions and/or Unit Objectives	Instructional Strategies (include 21 st Century skills and best practices)	Assessments
<u>CCSS.MATH.CONTENT.HSG.SRT.A.1</u> Verify experimentally the properties of dilations given by a center and a scale factor: <u>CCSS.MATH.CONTENT.HSG.SRT.A.1.A</u> A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged. <u>CCSS.MATH.CONTENT.HSG.SRT.A.3</u> Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar. <u>CCSS.MATH.CONTENT.HSG.SRT.B.4</u> Prove theorems about triangles. <u>CCSS.MATH.CONTENT.HSG.SRT.B.5</u> Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	Students will apply proportions/scale factor to formulate measures based on similar figures and analyze similarity.	How are measurements related when figures are similar? How are proportions communicated? What is the meaning of a ratio and proportion? How can you solve for measurements of similar figures? (Both angles and sides) What information is required to critique similarity?	Investigation - Guided worksheets or discussions designed to help students discover properties of triangles and the information needed to prove congruence. Collaboration – Grouping and Regrouping to expose students to a variety of ideas and methods. Note Taking - Guided and Independent graphic Organizers, lectures, and visual demonstrations.	Unit Quiz and Test on classifying triangles, solving problems involving triangle properties, proving triangles congruent, and solving proportions of similar triangles Project where students show how their knowledge of triangle properties and ideas of congruence and similarity can be used to solve real world problems Activities where students explore geometric tools that help students discover triangle properties A variety of formative assessments to gauge how students are grasping and retaining the material

Dover High School (DHS) Course Curriculum Map

Course Name: French IV Honors

Unit 1: History of French Music

State Standard (CCSS, NGSS, or NH Grade Level Expectations)	DHS Competencies (essential concepts, skills)	Essential Questions and/or Unit Objectives	Instructional Strategies (include 21 st Century skills and best practices)	Assessments
<u>Communication</u> 1.1 – Interpersonal Communication 1.2 – Interpretive communication 1.3 – Presentational Communication <u>Cultures</u> 2.1 – Relating cultural Practices to Perspectives 2.2 – Relating Cultural Products to Perspectives <u>Connections</u> 3.1 – Making Connections <u>Comparisons</u> 4.1 – Language Comparisons 4.2 – Cultural Comparisons	Speak: Provide and request information, express feelings and opinions. Listen: Interpret spoken language on a variety of topics. Read: Analyze written material. Write: Express ideas, request and provide information. Grammar: Structure written and spoken communication with studied vocabulary and grammatical rules. Culture: Explain differences and similarities in geography, customs, products, and symbols of the culture studied.	<u>Essential Questions:</u> Comment la musique a-t-elle changé depuis le moyen âge ? <u>Unit Objectives:</u> Comprehend thematic vocabulary in order to answer questions, understand lyrics and manipulate information about the life of the following musicians: Edith Piaf, Stromae, Lully, Chopin, Bizet, Debussy, Joséphine Baker, Tal, Zaz, and more Recognize and use the forms of regular and irregular verbs in the present, impérative, passé composé, imparfait, futur, conditionnel, subjonctif to communicate ideas about music.	-Communicate completely in French using vocabulary accessible to student understanding -Communicate to others in the target language using any of the regular and irregular verbs -Accurately produce the forms of regular and irregular verbs to facilitate comprehension -Employ correctly the grammatical nuances of previously learned concepts to facilitate discussion of musical history -employ correctly the grammatical nuances of previously learned verb forms to facilitate discussion of musical history	• Formative assessments including conversation bingo, dialogues, spontaneous pair conversation, memorized presentations, mini biographies, pair dictations, draw what you hear activities, phone dialogues, pair interviews, reading comprehension questions, fill in the lyrics while listening to songs, name that tune/singer • Internet projects • Quizzes, oral and written • Tests • Impromptu conversations with teacher or between students pairs

