

COURSE OF STUDY GUIDE

2021-2022



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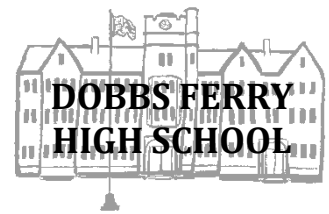


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Message from the Principal

We are pleased to present you with the Dobbs Ferry High School *Course of Study Guide* for the 2021-22 academic year. This guide provides a description of the wide array of courses that we offer at DFHS as well as the various paths of study and specific requirements for graduation. The Counseling Department will meet with our students in March to discuss course options and to design an academic program that will help them to best achieve their academic goals and pursuits. I strongly encourage all parents to read the *Course of Study Guide* so that they can assist their child with this important process.

Dobbs Ferry High School has a long tradition of academic excellence and success. This excellence is the result of a dedicated faculty, supportive parents, a community that values education, and most importantly, motivated students. It is also due to the ongoing support that we receive from the Board of Education for our various academic programs and course offerings. All of this was on full display as we have been navigating a global pandemic for the past year. We are also proud to share that this is our 23rd year of being authorized as an IB World School (#DFHSIB21). In addition to receiving authorization for the IB Diploma Program in 1998, DFHS received authorization for the IB Middle Years Program (MYP) in 2016. This year's sophomores will be the fifth class to complete an IB MYP Personal Project and our school continues to focus on service learning and student wellness as fundamental goals in our mission to infuse "IB for All" into all aspects of our school. Our transition to the IB MYP has also resulted in preparing more students to access and succeed in our IB Diploma Program (DP) courses starting in grade 11.

In addition to the MYP, we continue to offer a wide variety of courses at the high school. This not only includes our IB DP offerings, but also electives such as Science Research, Theory of Knowledge, AP Computer Science Principles, Financial Literacy, Leadership, Business in the 21st Century, Creative Writing, High School Yearbook, Approaches to Learning ("advisory"), and Modern Music and Culture. We are also pleased to note that all of our students have the opportunity to take four years of language and *all* of our students enroll in at least two IB courses in eleventh and twelfth grade.

As true IB learners, the faculty and staff of DFHS continuously reflect upon and investigate the best academic program that we may offer to our students. We have made many changes over the past five years, including new IB courses, new electives, and new IB DP offerings in mathematics, and new pathways in all disciplines. The guide provides all of the information that parents and students "need to know" in terms of mapping out a high school plan.

Dobbs Ferry High School is a special place and we take pride in our ability to meet the individual needs of our students through our many and varied curricular and extra-curricular opportunities. Please do not hesitate to give us a call if you have any questions as you move through the important process of selecting courses for next year. I wish all of you the very best.

Sincerely,

John J. Falino, Ed.D.
Principal

System for Weighting Grade Point Averages

Dobbs Ferry High School uses a weighted grading system that more accurately depicts the overall rigor of a student's course of study. Please make note of the following grade-weighting guidelines and speak to your child's counselor if you have any further questions:

- Grade Point Averages are weighted using a 1.05/1.10 scale. Please refer to the scale below for the specific conversions.
- Course grades are not altered based on the weight of a course; instead, the weight is reflected in a student's final Grade Point Average.
- Grades are not weighted retroactively.
- The grade scale is clearly explained on the student transcript as well as our high school profile.

The following courses are weighted at DFHS:

1.05 Scale: All IB SL courses (excluding IB Math Applications SL, IB SL English), Honors Courses, and Science Research (Year 2)

1.10 Scale: All IB HL courses, AP World History, AP Computer Science Principles, Science Research (Year 3), and TOK.

Unweighted			Weighted	
Grade	Grade Range	GPA	Weighted GPA for SL Courses (1.05)	Weighted GPA for HL/AP/TOK Courses (1.10)
A+	98-100	4.50	4.72	4.95
A	93-97	4.17	4.37	4.58
A-	90-92	3.84	4.03	4.22
B+	87-89	3.50	3.67	3.85
B	83-86	3.17	3.32	3.48
B-	80-82	2.84	2.98	3.12
C+	77-79	2.50	2.62	2.75
C	73-76	2.17	2.27	2.38
C-	70-72	1.84	1.93	2.02
D+	67-69	1.50	1.57	1.65
D	65-66	1.17	1.22	1.28
F	Below 65	0.00	0.00	0.00

The Dobbs Ferry Academic Program

Dobbs Ferry High School is a small, exemplary, four-year comprehensive school with a strong academic program serving a wide range of students. All of our students are enrolled in IB college preparatory courses. With approval by the Principal, students have the opportunity to participate in occupational education courses at Southern Westchester Board of Cooperative Education Services (BOCES). We provide support services to students who have special needs so that they can be successful in their classes.

Dobbs Ferry High School offers exceptional academic opportunities to our students. We encourage students to choose the most appropriate and academically challenging classes available to them. In addition, we encourage students to continue study in mathematics, world language, and science courses well past the requirements for graduation. Our goal is to have the most options available to our students when the time comes to consider post-graduation plans.

The School Counselors at Dobbs Ferry High School are dedicated to meet the educational, social and emotional needs of students at each grade level. The Counseling Department was reorganized several years ago so that DFHS now has three full-time counselors who work with students for all years of high school (9-12). Our counselors guide students toward the fulfillment of their academic potential, help students develop socially and emotionally, and work to develop post-secondary plans for all students. Counselors are also available to address any issues that impact a student's development academically, socially or personally.

The 2021-2022 High School Counseling Support Team

Michelle Propersi, School Counselor
William Palmer, School Counselor & Team Leader
Cristin Silk, School Counselor
*TBD, School Psychologist
Danielle Pecora, School Social Worker
Kelly Foster, Student Assistance Counselor

A note to students regarding selecting courses

The DFHS Course of Study Guide contains the essential information you need to plan your educational program for next year and for your remaining years of high school. There are certain required courses at each level that should be first in your registration planning. Students and their parents should read the catalog thoroughly before making course selections. You should also consult with your counselor and teachers. The courses you select this spring will determine your schedule of classes for the next school year.

READ the section on **Graduation Requirements** carefully.

READ the section on **Course Descriptions** so that you will be sure that you have scheduled the most appropriate courses.

Students are required to carry a minimum of five and one-half credits per year.

NEW YORK STATE PROGRAM/CREDIT REQUIREMENTS

The State of New York requires that all students complete a minimum of twenty-two credits, two of which are earned by completing a ½ credit of Physical Education during each year of high school. The following units of credit are required for graduation in New York State:

English	4 credits
Mathematics	3 credits
*Science	3 credits
Social Studies	4 credits
World Language (LOTE)	1 credit
Health	½ credit
Art/Music	1 credit
Physical Education	2 credits
<u>Electives</u>	<u>3 ½ credits</u>
Total 22 credits	

*Included in the 3 Science credits earned must be 1 Physical Setting course and 1 Living Environment course.

National Collegiate Athletic Association (NCAA)

The NCAA Eligibility Center certifies the initial academic eligibility and amateur status of all college-bound student-athletes who wish to compete in Division I or II collegiate athletics. Prospective Division I or II athletes must complete an NCAA eligibility application at www.eligibilitycenter.org prior to beginning twelfth grade. Prospective Division I or II athletes should also consult with their school counselor early in their high school career to ensure proper course selection.

To see a complete list of Dobbs Ferry High School's approved NCAA courses, please go to The NCAA High School Portal: <https://web3.ncaa.org/hsportal/exec/hsAction?hsActionSubmit=searchHighSchool>
Our CEEB/ACT Code is 331630

Additional information can be found at <http://www.ncaa.org/student-athletes/future>

Course Recommendations and Graduation Requirements

Recognizing that Dobbs Ferry High School students aspire for admission to colleges and universities throughout the United States, including many of the most highly selective schools, we strongly recommend that our students complete the following:

English 4 credits

Mathematics 4 credits

Science 4 credits

Social Studies 4 credits

World Language (LOTE) 4 credits

Physical Education 2 credits

Health ½ credit

Art/Music 1 credit

Electives 3-4 credits

Regents Exams for Graduation (DFHS)

1 Math (Algebra 1, Geometry, or Algebra 2)

1 Science (Earth Science, Living Environment, Chemistry, or Physics)

Global Studies

US History

English Language Arts (ELA)

Requirements for an Advanced Regents Diploma

3 Math Regents

2 Science Regents

Global Studies Regents

US History Regents

ELA Regents

LOTE Exam (World Language)

Requirements for Grade Standing

To be considered a tenth grader, a student must have accumulated at least 5 credits, including the following subjects: English 9, Global History & Geography I, Physical Education 9 and World Language (LOTE).

To be considered an eleventh grader; a student must have successfully completed the requirements for a tenth grader and have accumulated at least 10 credits, including the following subjects: English 10, Global History & Geography II, Physical Education 10, one science course, and one mathematics course.

To be considered a twelfth grader, a student must have successfully completed the requirements for a tenth and eleventh grader and have accumulated at least 15 credits, including the following subjects: English 11, US History & Government, or IB History – Year 1, Physical Education 11, two math courses, and two science courses.

The Master Schedule (Teacher Recommendations)

The school's Master Schedule is built around student choice based on teacher recommendations. It is extremely important that students closely consider teacher recommendations and select their courses carefully. Classes are organized on the basis of student enrollment at the time of program planning. Because we are a small school with numerous, competing single course offerings, unavoidable conflicts can occur in the master schedule and occasionally students may be unable to enroll in all of the courses they have selected. In each case, required courses are given first priority.

Withdrawing From Courses

Although it is important to select courses with a great deal of care, there will be times when students will need to change their schedule. Students may make changes in their schedule by no later than the official IB drop deadline (on or around October 15th). Students who drop ANY course after this date will receive a “W” on their transcript. In addition, students who drop an IB course after the exam has been ordered and paid for by the school will be responsible for the cost of the registration, exam, and any late penalties that are assigned by the IB. Furthermore, seniors who drop an IB course after college applications have been submitted must notify the colleges and an updated transcript will be sent.

Moving from “Honors” to Regents Courses

Students may not add a new course to their schedule beyond the first ten academic days of the 2021-22 school year. However, students *may* drop from an honors course to a Regents course up until the conclusion of Quarter 1 (on or around November 15th).

Examples of Course and Schedule Changes:

Student schedules may be changed for any of the following reasons:

- **A student decides to take a different course.**
- **An unresolvable conflict:** Two courses a student has registered for are offered at the same time.
- **Failure of a required subject:** After scheduling has been completed, a student receives a failing grade in a subject necessary to meet graduation requirements.
- **Courses taken in summer school:** A student who completes a course in summer school that s/he is scheduled to take in the fall will be permitted to substitute another course.
- **Balancing of class sizes:** In order to balance the size of the classes in particular sections, it may be necessary to change some students' schedules.

ONLINE & ENRICHMENT COURSEWORK

Dobbs Ferry High School encourages students to pursue additional outside coursework based on individual intellectual interests. However, in order to maintain consistency and equity within our academic program, students may not earn credit toward graduation for outside courses. This includes outside sports taken in place of physical education. Outside coursework will not be added to the high school transcript and grades are not calculated in the GPA.



A Message from the IB Head of School & the IB DP Coordinator

In 1998, Dobbs Ferry High School became the first “IB World School” in Westchester, a distinction that is officially authorized by the International Baccalaureate Organization (IBO). At the time, the IBO was still relatively unknown as an academic organization, yet its concept of a uniform international curriculum was far ahead of its time. Today, the IBO is internationally regarded as an academic model, firmly rooted in its commitment to providing students with opportunities to develop the skills necessary to succeed in a globally interdependent world. The IB Diploma Program’s interdisciplinary approach is one that is widely viewed by colleges and universities around the world as a comprehensive approach to higher education preparation. The curriculum, authentic assessments, promotion of international mindedness, and thorough teacher training are among the many reasons why the IBO has become a desirable pursuit, and why it has attracted media attention all over the world.

Dobbs Ferry High School is authorized as both an IB Diploma Program (’98) and IB Middle Years Program (’16) school. As a result, *all* DFHS students are IB students and all staff and students strive to model the IB Learner Profile. All courses at DFHS are also guided by the IB MYP and DP Learning Standards and philosophy. While all 11th and 12th Graders take, at a minimum, IB English and IB Math, many other courses are available to them and some opt to pursue the IB Diploma.

The IB Diploma is a comprehensive, two-year, pre-university course of study beginning in eleventh grade. The coursework is intellectually stimulating and leads to examinations on which students must demonstrate critical understanding of subject matter. Classes in ninth and tenth grades are designed to prepare students for success in the IB Diploma Program. The learning experiences and skills that are emphasized in the earlier, MYP courses are in-line with our IB Diploma courses and the IB Learner Profile.

IB courses are open to all students. Students should consult their teachers, guidance counselors, and the IB DP Coordinator in order to make informed decisions. Colleges and universities are eager to attract IB Diploma students because they are recognized as being prepared to participate in college-level work, have proven that they can do independent research and study, have cultivated sound thinking and communication skills, have engaged in extracurricular activities in addition to academic studies, and are globally minded. The full IB DP course of study is the most rigorous program offered at Dobbs Ferry High School and it is planned and supported so that all students may participate in it.

Please contact Marion Halberg (IB DP Coordinator) at halbergm@dfsd.org, Jennifer Hickey (IB MYP Coordinator) at hickeyj@dfsd.org, or Dr. John Falino (IB Head of School) at falinoj@dfsd.org if you have any questions.

REQUIREMENTS FOR THE IB DIPLOMA

A MINIMUM OF 24-28 TOTAL DIPLOMA POINTS DERIVED FROM SCORES IN...

The Six Groups

1. Studies in Language & Literature (English)
2. Language Acquisition (World Language)
3. Individuals and Societies (History)
4. Sciences (Biology, Chemistry, Physics)
5. Mathematics
6. The Arts (Art, Film, Music)

Three Additional Requirements

1. Theory of Knowledge Course (“TOK”)
2. Extended Essay (Independent Study) (“EE”)
3. CAS — (Creativity, Activity, Service)

Three of the above courses from the six groups must be Higher Level (HL) courses.

The IB Diploma is awarded to a student whose total score, including any bonus points (EE or TOK) reaches or exceeds 24 and satisfies the following:

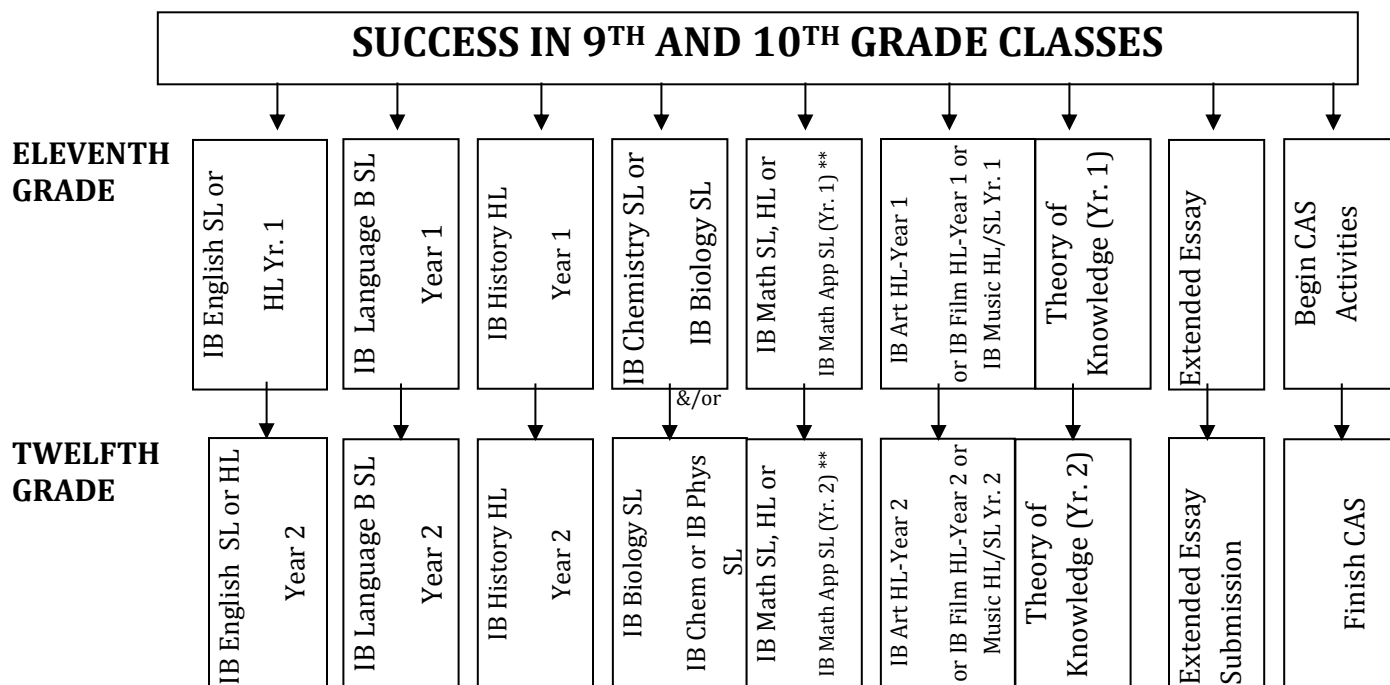
- 1) Obtains a grade of 4 or above in each HL course (one grade of 3 will be acceptable)
- 2) Obtains a grade of 4 or above in each SL course (one grade of 2 will be acceptable)

Important Notes

The IB Diploma will not be awarded, regardless of a student’s total score, if a student has:

- 1) Not been awarded grades of D or better for both TOK and EE.
- 2) Not completed an approved program of CAS.
- 3) Received a score of 1 in any SL or HL subject.
- 4) Received a total of more than three scores of 3 or below.
- 5) Does not finish with a minimum of 12 HL points (if taking 3 HL courses) or 16 HL points (if taking 4 HL courses).

TYPICAL PATH OF STUDY FOR THE IB DIPLOMA



USEFUL RESOURCES:

- The International Baccalaureate Organization – <http://www.ibo.org>
- School’s IB Webpage: <http://www.dfsd.org>

Frequently Asked IB DP Questions

1. What are the other requirements for an IB Diploma besides taking IB courses?

At the core of the IB Program are three central elements called Theory of Knowledge (TOK), Creativity-Activity-Service (CAS), and an Extended Essay (EE). Students who seek to earn an IB Diploma must complete the requirements of these three parts of the Diploma Program.

2. What is Theory of Knowledge (TOK)?

TOK is a course that is open to juniors and seniors. It is an interdisciplinary course designed to help students question and understand *how* they know what they know. Students study how individuals from various disciplines view the world to develop their own ways of thinking. By stimulating critical reflection and analysis of knowledge and experience across disciplines, TOK seeks to bridge and unify the academic subjects, in essence, to help students make sense of school and the world. Diploma Candidates must take TOK in both junior and senior years.

3. What is Creativity-Activity-Service (CAS)?

CAS is an experiential learning component of the IB. Students seeking to earn an IB Diploma must participate in CAS over their junior and senior years. A wide variety of activities fulfill this requirement, including many extracurricular, community service, and athletic activities.

4. What is the Extended Essay (EE)?

The Extended Essay introduces students to the demands and rewards of independent work. Emphasis is placed on engaging in personal research and communicating ideas effectively in order to write a 4,000-word essay (about 18 pages) in an area of personal interest to the student within a subject taught at Dobbs Ferry High School. Each student seeking to earn an IB Diploma must write an Extended Essay over the course of his or her junior and senior years. A guide to the Extended Essay is available.

5. How do students get evaluated in the IB Program?

Students enrolled in IB courses still get grades from their classroom teachers, still take tests, do homework, complete projects, and take midterms—the same as any other student. In addition, students enrolled in IB courses take formal exams in May. Working in partnership with local teachers, the IB Organization works to ensure that students have ample opportunity to demonstrate what they know and are able to do. The IB Organization compiles information about students from their teachers, from work students do over the course of the year, and from the end-of-course exams given in May to determine a final score on a 1 to 7 scale.

6. What are the advantages of taking IB courses?

The major advantages include a challenging learning environment, excellent preparation for university-level studies, recognition of IB course work by college admissions officers, the possibility of earning college credit or advanced standing, and the benefit of receiving a well-rounded, world-class, liberal arts education.

7. What do students do if they find an IB class too challenging?

Numerous support services are offered to help students gain confidence and learn the required skills to manage their work and responsibilities. Support services include conferences with teachers, individual counseling and guidance, peer tutoring, and various levels of academic support. Although IB classes are more challenging than standard classes, colleges recognize IB course-work, admire the rigor and challenge of the IB Program, and regard successful completion of an IB course as a credential of exceptional merit. Also, IB coursework can lead to college credit. Given the right support, students should consider the advantages of staying in an IB class.

8. What is the benefit of taking individual IB courses?

While the IB Organization suggests that students attempt a full diploma, not all students will take the full IB course load leading to an IB Diploma. Some students may choose selected courses where they have particular interests or strengths. Students who satisfactorily complete an IB course will earn a certificate from IB, and the course will be noted on their permanent transcript.

9. How widely accepted is the IB Diploma?

The IB Diploma is an internationally accepted standard of excellence, accepted by universities and other institutions in over eighty countries. Besides global recognition, most schools to which Dobbs Ferry graduates have been admitted recognize the IB Diploma Program. The IB web site lists colleges and universities that grant credit, scholarships, and/or advanced standing for IB Diplomas and courses. When students are applying to universities, decisions about admissions will be partially based on their high school transcripts, not on whether they earn the Diploma. The most important factor in admissions will be the work in IB classes, not scores for the courses.

10. Will students still have to take a Regents Exam in an IB course?

Yes. If a Regents Exam is normally given in the course related to the IB course, such as United States History, then a student will also take the Regents Exam. To maximize student performance on both exams, teachers take into account Regents curriculum requirements as well as IB requirements when planning their courses.

11. Will students who take an IB course have to take the exam?

Yes. Students who are enrolled in an IB course are expected to prepare for and take the exam at the end of the course or IB credit will not be granted. Additionally, students may be liable for course fees if an exam is not taken.

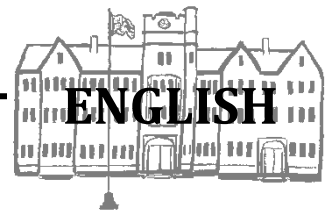
12. What happens if a student drops an IB course in the year of the May assessment after the initial registration deadline?

The student will be responsible for the registration fee, subject fee and any applicable late fees. There are also fees for CAS, TOK, and Extended Essay. All fees are subject to change and students will be held accountable for paying them. Final transcript submissions to colleges may be held if fees are not paid.

13. What are Predicted Grades and why do they matter?

Toward the end of courses, IBO requires teachers to submit "Predicted Grades" for students which anticipate the final total scores students will receive. These predicted grades had traditionally not been of much value for students applying to American colleges, but as IB recognition at U.S. colleges has increased, more schools are requesting these scores and using them for admissions and scholarship decisions. These grades are extremely important for students applying to schools overseas. Students who are granted admission based on predicted grades may have offers revoked if they do not score as well as predicted when final scores are released in July. It is the policy of DFHS not to share predicted grades with students.

**PATH
OF**



**NINTH
GRADE**

**ENGLISH 9
or
ENGLISH 9H**

**TENTH
GRADE**

**ENGLISH 10
or
ENGLISH 10H**

**ELEVENTH
GRADE**

**IB English SL
Year 1**

**IB English HL
Year 1**

**TWELFTH
GRADE**

**IB English SL
Year 2**

**IB English HL
Year 2**





Grade 9

ENGLISH 9 (1150) & English 9H (1155)

Students in English 9 are introduced to a variety of literature from the European tradition, spanning from early Greek mythology to 17th Century British drama. Students read, interpret, analyze, discuss, and write about selections from a variety of genres. Development of the writing process and exploration of organizational strategies to present information is also stressed. Students also develop research skills using primary and secondary sources. Both courses are fully aligned to the CCSS and the IB MYP.

Grade 10

ENGLISH 10 (1250) & English 10H (1255)

In English 10, students study literature from the European and American traditions. Students read, view, analyze, and interpret texts in every medium such as novels, short stories, plays, poetry, and essays. Students continue to develop research skills using primary and secondary sources. Literary response and expression is also a strong focus for these courses. Both courses are fully aligned to the CCSS and the IB MYP.

Grades 11 and 12

IB ENGLISH SL (Yr 1: 1370; Yr. 2: 1451)

IB ENGLISH HL (Yr 1: 1380; Yr. 2: 1480)

IB English SL or HL are two-year courses. Year one (IB English 11) consists of a variety of genres; some are written in English and some translated from other languages (world literature). Preparation for the ELA Regents and SAT examinations are also emphasized. During year two (IB English 12), students focus on detailed study of specific literary genres. An oral commentary is performed and the courses culminate with examinations in May.

Grades 9-12 (Electives)

AIS English

Additional support for students in reading, writing, speaking, and listening is also offered. Students in grade 9 who fall below the threshold are provided with mandated AIS.

Creative Writing (1360)

This course will combine direct writing instruction with a writing workshop model designed to give students training in a variety of narrative and editorial skills while maintaining an encouraging and supportive environment. Students will gain exposure and experience in several genres including prose fiction, poetry, essay, and theatrical writing. They will also gain exposure to written selections from around the world, increasing their knowledge about customs and cultures around the world. *Elective, Grades 9-12. Meets every other day (.5 credit)*

Film Studies (6885)

This course will trace the creation, evolution, and cultural impact of movies from the 1890s to the present. We will study the development of film as a serious art form and its relationship to literature and world history. The course will also include some theoretical approaches, specifically Auteur Theory, which is used as the most common approach to discussing a film and its merits. The course will also engage in interdisciplinary studies with subjects such as history, literature, art, technology, and music. We will examine our own values and culture by way of looking at the social and political contexts that these films represent. *Elective, Grades 9-12. Meets every other day (.5 credit)*



**PATH
OF**

**NINTH
GRADE**

**Spanish 2
French 2
Italian 2**

**TENTH
GRADE**

**Spanish 3
French 3
Italian 3**

**ELEVENTH
GRADE**

**IB SPANISH SL—YEAR 1
IB FRENCH SL—YEAR 1
IB ITALIAN SL—YEAR 1
IB SPANISH AB INITIO—Yr. 1**

**IB SPANISH AB INITIO
Year 1**

**TWELFTH
GRADE**

**IB SPANISH SL—YEAR 2
IB FRENCH SL—YEAR 2
IB ITALIAN SL—YEAR 2
IB SPANISH AB INITIO—Yr. 2**

**IB SPANISH AB INITIO
Year 2**

Grade 9

SPANISH 2 (5150)

FRENCH 2 (5760)

ITALIAN 2 (5550)

Level 2 courses provide students with the opportunity to continue the work that will lead to the completion of the three-year language sequence. Students will have 2 years before being able to meet Proficiency for Checkpoint B. The goal of this class is to raise the level of communication and proficiency in the four foreign language skills: listening, speaking, reading, and writing. Students in these classes have passed the Proficiency examinations in the middle school. The situations of communication are expanded to include: group conversations among peers and familiar adults, reading simple business correspondences and pamphlets, writing personal letters to friends, and creative writing. There is a local departmental final examination.

Grade 10

SPANISH 3 (5250)

FRENCH 3 (5770)

ITALIAN 3 (5560)

This course completes the three-year sequence. Material relates both to the life of students and the world around them. Cultural material is integrated into class discussions. The emphasis is on communication using the skills of listening, speaking, reading and writing. Level 3 is also designed to prepare students for the IB level foreign language sequence.

SPANISH 4/5 (5331; 5341)

This course is designed to move the students further along the communicative spectrum, with a new emphasis on contemporary language and culture. There is an increased focus on communication, vocabulary acquisition, a greater emphasis on skill development and a wider variety of interactive activities throughout conversation, readings and film.

IB FRENCH SL—YEAR 1 (5780)

IB SPANISH SL—YEAR 1 (5380)

IB ITALIAN SL—YEAR 1 (5580)

Focusing on broad cultural themes, this course will offer students the opportunity to explore a variety of authentic target language texts (oral and written): newspaper and magazine articles, short stories, poetry, song, films, etc. To advance their speaking proficiency, students will engage in group discussions and prepare individual oral presentations. They will also hone their writing skills in a variety of different formats: essays, letters, journal entries, critiques, etc. Students may elect to receive credit for the course from Mercy College for a Mercy College fee to be paid by October 1st.

IB SPANISH AB INITIO—YEAR 1 (5370)

IB SPANISH AB INITIO—YEAR 2 (5375)

Ab Initio Spanish is an intensive two-year language IB DP course that is an accelerated version of the normal three year high school sequence. The course will provide students with the skills necessary to handle everyday situations in a Spanish-speaking environment. It is designed for students who have no background with the language. Students develop an awareness and appreciation of the different perspectives of people from other cultures. The goal of this course is to also provide students with a basis for further study, work and leisure through the use of an additional language

IB SPANISH SL—YEAR 2 (5480)

IB ITALIAN SL—YEAR 2 (5590)

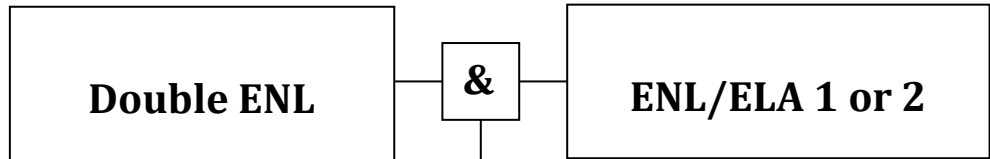
IB FRENCH SL—YEAR 2 (5880)

IB Year 2 is a continuation of the IB Year 1 course. It is designed to further skill development and to develop a high level of proficiency essential for success on the IB assessments. At the end of the course, students will sit for the IB standard level examination. Students may elect to receive credit for the course from Mercy College for a Mercy College fee to be determined by October 1st.

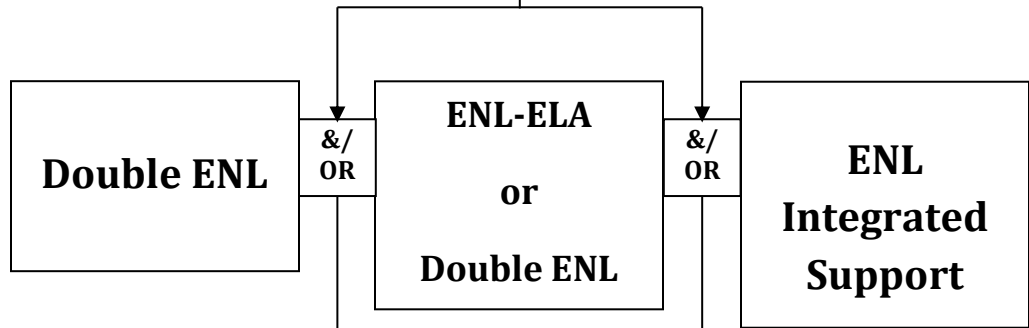


**PATH
OF**

**Entering/Emerging
Level**



**Transitioning
Level**



**Expanding
Level**



**Commanding
Level**



Screening for ENL classes is required for students whose home or native language is not English. The level of study is determined by testing of ELL students upon entry into school and then annually on a New York State standardized exam. Additionally, student age, academic background, and teacher recommendation based on screening determine final placement in ENL classes.



The Regents Exam in English Language Arts is administered at the appropriate time during the student's acquisition of English.



*Entering and Emerging Levels**

ENL

This class is designed for mixed-level English Language Learners. While providing exposure to American culture and school, ENL provides a forum for students to share their own cultural background and facilitates their acculturation into the Dobbs Ferry school/community. Through a writing process approach, students are given a variety of opportunities to use English in real and meaningful situations. Listening, speaking, reading and writing skills are developed through project-based language acquisition activities with an emphasis on literacy and study skills.

ENL/ELA 1 and ENL/ELA 2

ENL/ELA I and II are sheltered English classes designed for entering and emerging English Language Learners. Using an ELL approach, students are taught the English language arts and literature. Modified and unabridged literature is studied with an emphasis on developing the listening, speaking, reading and writing skills of students. Both ENL/ELA 1 and ENL/ELA 2 meet for one period daily.

*Transitioning and Expanding Levels**

ENL-ELA

ENL-ELA is a sheltered English class designed for transitioning and expanding English Language Learners. Using an ENL approach, students are taught the English language arts and literature. Modified and unabridged literature is studied with an emphasis on developing the listening, speaking, reading, and writing skills of students. Preparation for the English Language Arts Regents is provided. ENL-ELA meets for one period daily.

Commanding Level

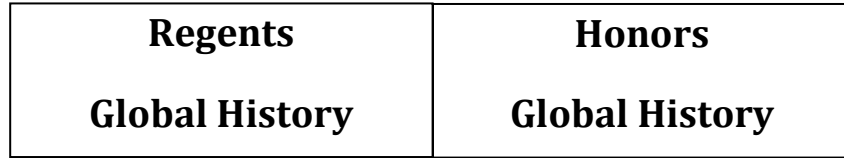
ENL Integrated Support

This is an academic support class for current and former English Language Learners. Students in ENL support are able to work competently in their content-area courses but need extra time and attention in their continuing acquisition of English. All former ELL students are required to take this course for two years after scoring commanding on the NYSESLAT.

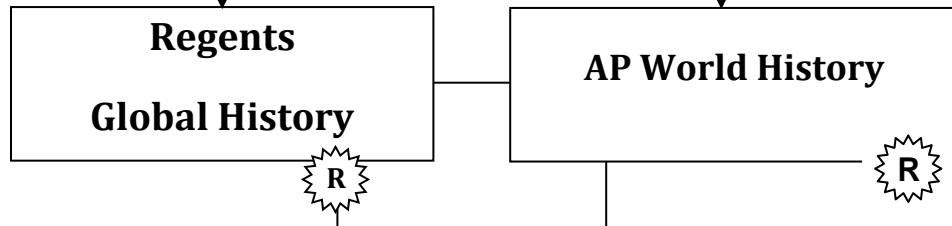
**Students may also be placed in content courses taught by a teacher certified in both the content subject and English as a New Language.*

**PATH
OF**

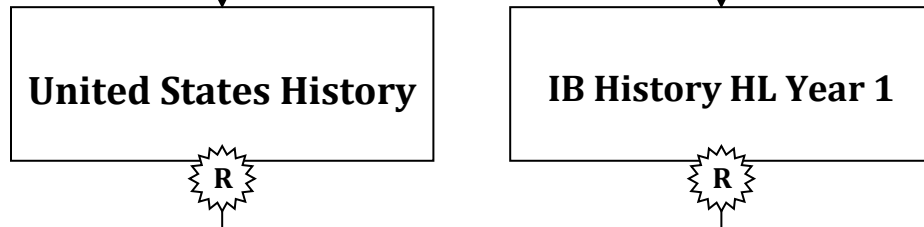
**NINTH
GRADE**



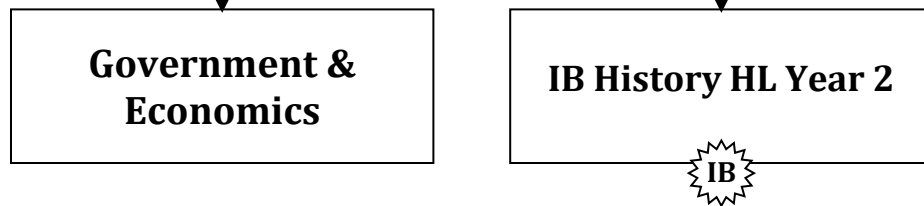
**TENTH
GRADE**





**ELEVENTH
GRADE**



**TWELFTH
GRADE**



	=Regents Exam Administered at Conclusion of Course
	=International Baccalaureate Exam Administered at Conclusion of Course



Grade 9

Global History and Geography R (2150)

The content for the ninth grade social studies course meets the New York State Regents standards. In this first year of a two-year sequence, students will explore the basic concepts and events that have shaped global history from the earliest civilizations up to 1750. In addition, the study of basic economic terms and concepts are incorporated into several units of study during the year.

Grade 9

Global History and Geography H (2151)

This is the first of a two-year course in World History that will prepare students for both the Global Studies Regents and the *AP World History* exam in grade 10 (offered to students for the first time in 2014-15). The course is open to all students and will promote a greater understanding of the evolution of global developments. It also builds on an understanding of cultural, institutional, and technological forces. Since the course is offered over two years, the students will have an opportunity to explore these topics in greater depth through inquiry-based IB experiences.

Grade 10

Global History and Geography II R (2250)

The content for the tenth grade social studies course meets the New York State Regents standards. In this second year of a two-year sequence, students will explore the basic concepts and events that have shaped global history from 1750 to the present. Students will take the New York State Regents Exam in Global History and Geography at the end of the course.

AP World History (2285)

AP World History is a two-year course that begins with Global Studies Honors in grade 9 and concludes with AP World History in grade 10. This sequence will prepare students for the AP World History exam in grade 10, the Global Studies Regents exam in grade 10, and the IB Diploma Programme in grade 11. The course is open to all students. Since the course is offered over two years, students will have an opportunity to explore these topics in greater depth through inquiry-based IB experiences.

Grade 11

United States History and Government (2350)

The content for this eleventh grade social studies course meets the New York State Regents standards. Themes are presented that relate to the development of American ideals, conflicts, problems, and aspirations as a society. This course emphasizes many enduring issues important in America: equality, power, rights, and differences. Students are expected to participate in class discussions and activities, develop an awareness of current events and continue to work on research, writing, and other essential skills. The Regents exam in U.S. History & Government is taken at the end of this course.

**IB History HL—Year 1 (2380)
History of the Americas**

IB History of the Americas is an advanced level course in U.S. and Latin American history from colonial times to the present. It is the first year of a two-year IB History sequence. The Regents examination in U.S. History and Government is taken at the end of this first year, while the comprehensive IB examination is taken in May of the senior year at the conclusion of IB 20th Century World Topics (see below). This highly demanding college-level course is recommended for students who have demonstrated superior reading and writing

abilities, organized and diligent work habits, and the willingness to challenge themselves academically. The course emphasizes political, social, and cultural history with an emphasis on reading, writing, and research using primary and secondary sources. Students complete at least one required research study. The Regents exam in U.S. History & Government is taken at the end of this course.

Grade 12

Government and Economics (2450)

The content for this twelfth grade social studies course meets the New York State Regents standards. Students learn about the American political system and market economy by engaging in research, reading, discussion, and “hands-on” activities. The course includes units on the U.S. Constitution, elections, American politics, law, current issues, macroeconomics, microeconomics, personal investing, and financial literacy. Activities include real world simulations like working on a political campaign, a cost benefit analysis for a college degree, playing the role of the Fed Chairperson, and a project to bring positive change to the local community.

IB HISTORY HL—YEAR 2 (World Topics) (2480)

This course is the second part of the two-year IB sequence in higher-level history. This highly demanding college-level course is taken by students who have successfully completed IB History of the Americas. Students will sit for the IB examinations in May of their senior year. This course examines “Rights and Protest,” with a focus on the Civil Rights Movement, the Anti-Apartheid Movement, and Independence Movements around the world, including Cuba, Haiti, and Ghana. In addition, students will explore the Post-Classical and Early Modern periods, with an emphasis on formation of societies and economies. Students complete a required 2,200 word historical assessment (IB Internal Assessment). In-depth reading, writing, and research using primary and secondary sources will be emphasized.

Grades 9-12

Financial Literacy (2507)

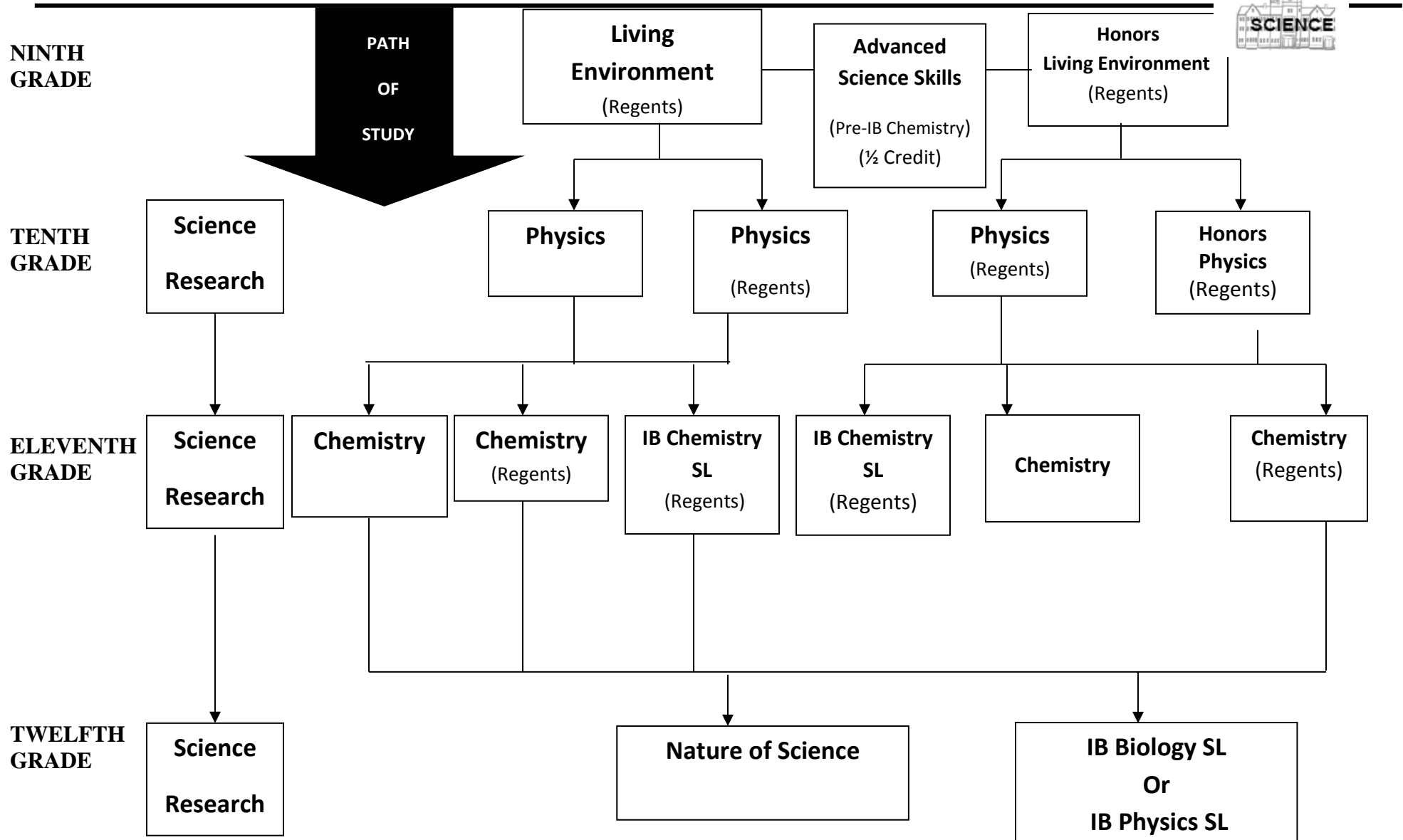
The importance of developing financially literate citizens continues to be a priority for our nation as many continue to fall into debt. This social studies elective course will provide students with an opportunity to attain “real world” financial literacy skills that will prepare them for life after high school through an exploration of the following topics: money, banking, credit, insurance, investing, and financial planning. Seniors who enroll in the course will also have the opportunity to take the Blue Star Financial Literacy Exam that is offered by W!SE. *Elective, Grades 9-12. Meets every other day (.5 credit)*

Leadership and Service (2510)

This course will provide students with an opportunity to develop concrete skills as they relate to personal leadership, group leadership, team building, empowering others, and inspiring change via service. The skills that will be focused upon include communication, collaboration, initiative, adaptability, and organization. In doing so, students will study influential leaders in history, leadership styles, ethics in leadership, and how external pressures influence leadership and decision making. Students will also identify global issues in effort to lead a change initiative in our local community. *Elective, Grades 9-12. Meets every other day (.5 credit)*

What’s Next? Life After High School (2515)

This course will follow themes outlined in the IB Personal and Professional skills class. These themes include personal development, intercultural understanding, effective communication, thinking processes, and applied ethics. Students will learn about self-awareness, self-management, relationship management, Cultural Identity, Cultural Diversity, Intercultural engagement, Interpersonal skills, Literacies, Self-expression, Critical thinking, creative thinking, Ethical Dilemmas, Applied ethics, and professional ethics. Students will be able to apply the skillset taught post high school in either a collegiate or professional pathway. *Elective, Grades 9-12. Meets every other day (.5 credit)*





Living Environment Regents (4250)

This course is based on the NYS core curriculum with fundamental principles of biology being taught. Topics include cell biology, the characteristics of life, biochemistry, human physiology, reproduction and development genetics, evolution and ecology. Students will participate in laboratory activities while developing proficiency in critical thinking and problem solving skills, which are essential in science and everyday life. Students are required to take a Regents examination at the conclusion of this course. This meets the living environment requirement for graduation.

Living Environment Honors (4260)

This course uses a molecular approach to an in-depth study of biological systems. It is an inquiry-based course, with emphasis on student-performed laboratory activities. Students will acquire a clear understanding and mastery of key concepts and ideas in modern biological science. Students will also develop a proficiency in critical and creative thinking and problem solving skills essential in science and everyday life. The course will promote an appreciation of and interest in biology and all the other sciences. Students are required to take a Regents examination at the end of this course. This course meets the living environment requirement for graduation.

Physics (Honors) (Grade 10) (4475)

Honors Physics combines academic study with inquiry-based experiments to address the curriculum specified by the College Board as adequate preparation for the SAT II exam in physics, and the NYS core curriculum. Students will be provided with opportunities to advance their skills with digital technology. Students are required to take the Regents examination at the conclusion of the course.
Recommended Math: Algebra 2 Honors

Physics (Regents) (4470)

Regents Physics combines academic study with inquiry through an experimental approach. Students learn the fundamental concepts that operate across all scales of the Universe. The curriculum addresses the main topics specified by the NYS Regents Core Curriculum for the Physics Regents exam, including electromagnetism and the Standard Model of the atom. Students are required to take the Regents exam at the conclusion of this course.

Physics (Non-Regents) (4490)

This course combines a hands-on, inquiry learning approach with academic study. Students learn the fundamental concepts that operate across all scales of the Universe, with a focus on real world applications and the physics behind everyday technologies.

Chemistry (Non-Regents) (4340)

This course provides a conceptual approach to the fundamentals of chemistry and focuses on the properties and composition of matter. It incorporates an inquiry-based approach to exploring chemistry in our natural world and everyday life. This course satisfies the New York State Physical Setting requirement for graduation.

Chemistry (Regents)(4350)

Emphasis is placed on experimentation and observation as the basis for all chemistry. The unifying principles of the subject are developed in a logical way with laboratory work providing a basis for development. Students are required to take the Regents examination at the conclusion of this course and this course meets the physical setting requirement for graduation.

IB Chemistry SL (4370)

The IB Diploma Programme chemistry standard level course combines academic study with the acquisition of practical and investigational skills through the experimental approach. Students learn the chemical principles that underpin both the physical environment and biological systems through the study of quantitative chemistry, atomic structure, kinetics, acids and bases, and other subjects. This course covers the essential principles of the subject and allows for optional study in areas such as medicinal chemistry, biochemistry, and materials science. Throughout this course, students will be provided with opportunities to design investigations, collect data, analyze results and evaluate their findings. It also allows students to further develop interpersonal skills and digital technology skills. All students will take the IB Chemistry SL exam in May and will be offered the NYS Chemistry Regents. *Recommended Math: Algebra 2 R or H or IB Math SL, Advanced Science Skills*

IB Biology SL (4650)

The IB Diploma Programme biology course is the equivalent of an introductory college course in biological science. The syllabus requires an individual research project. This project will analyze the individual's ability to follow the scientific process from origin to conclusion, and students will complete a research project with another IB science. This experience aims to provide students with an opportunity to collaborate with students in another IB science.

Students should enroll in this course after successful completion of biology, chemistry, and physics. It provides students with the conceptual framework, factual knowledge and analytical skills to deal critically with the rapidly changing science of modern biology. This course meets the living environment requirement for graduation.

Recommended: Advanced Science Skills

IB Physics SL (4480)

The IB Diploma Programme physics course follows an international physics curriculum. Students take the IB Physics exam in May and the NYS Physics Regents in June. Students are also prepared to take the Physics SAT II in June. There is a great emphasis on laboratory exploration and the use of technology in many forms, including the development of statistical techniques for data analysis, manipulation, and expression. *Recommended Math: Algebra 2 R or H or IB Math SL*

Advanced Science Skills (4550)

Elective

This course is designed to provide freshmen students, who have an interest in science, with the opportunity to develop stronger technological and analytical skills in preparation for IB DP science courses. Skills such as technical writing, complex technology, advanced data analysis, and statistics will be explored. The course is ideal for students who are potentially interested in IB Chemistry SL and/or Science Research. *Recommended Math: Geometry 9H*

Nature of Science (4750)

This senior course will cover the key and developing areas in Biology, Chemistry and Physics. Topics will all be treated in such a way that they are accessible to all students. This course will use analytical and critical thinking to discuss applications of fundamental science that include medicine, global resources, climate change, forensics, food science, and more.

**SCIENCE RESEARCH PROGRAM (Yr. 1: 4551;
Yr. 2: 4552; Yr. 3: 4553)**

The DFHS Science Research Program provides students with the opportunity to conduct authentic and original scientific research. This is a three-year program that allows for students to conduct independent, highly advanced, science research projects, which often include internships with a professional researcher. Many of these internships are conducted over the summer in between the sophomore and junior year.

Throughout the three-year curriculum, students learn how to read and process high-level scientific journals, develop topics of research, develop and test hypotheses, collect and analyze data, and present their findings. Students present their research to their peers, their district, and in science research competitions.

By the third semester of junior year, all students will have completed a full-length research paper in APA style. This paper can then be reformatted for the IB Diploma Candidate students' Extended Essay.

Suggested Criteria

A. Passion for Science

a. Science Teacher

Recommendation: The student has demonstrated a passion for science as observed by the science teacher.

B. Transcript Review

a. Attendance: The student attends class on time and with consistency.

b. Report Card: The student's report card does not indicate issues with assignment quality, work ethic, or due dates.

C. Writing Sample

a. Students will complete a writing sample on a science research topic of their choice.

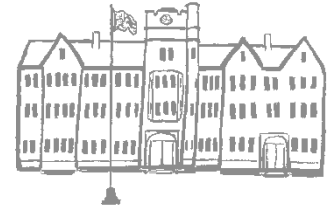
D. Information Session/Symposium

a. Students and parents will attend the annual science research symposium which is preceded by an information session about science research.

E. Advanced Science Skills:

a. Students are highly encouraged to take this elective as freshmen.

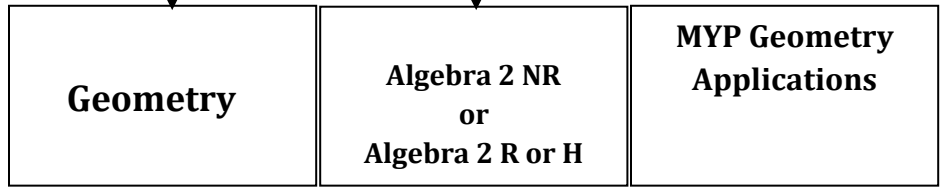
DFHS MATHEMATICS



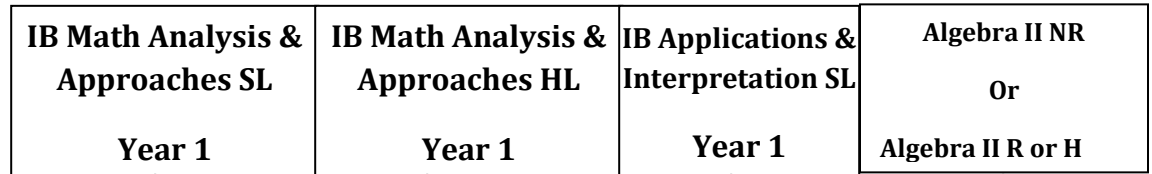
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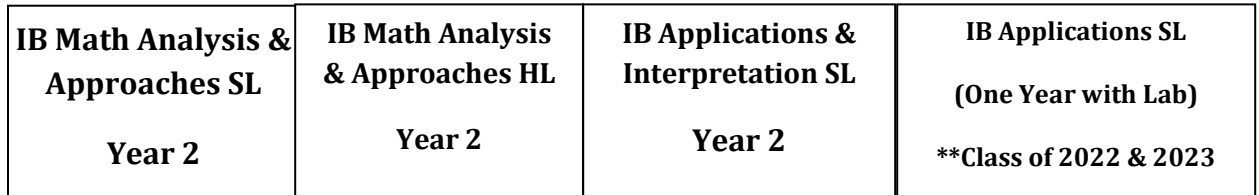
**TENTH
GRADE**



**ELEVENTH
GRADE**



**TWELFTH
GRADE**





Grade 9

Algebra 1 (3160)

This required course focuses on the topics outlined in the NYS Algebra 1 domains. The instruction is aligned with the new CCSS and developing skills that support both the CCSS and the MYP. The following topics will be explored: real numbers, linear equations with one and two variables, quadratic equations, and systems of equations, functions, coordinate geometry, and bi-variate data analysis. A Regents examination in Algebra 1 will be administered at the end of the course. Students who enroll in this course typically continue on a path that leads to IB Math Studies SL or IB Math SL.

Grade 9 or 10

**Geometry Regents
(Grade 9: 3250; Grade 10: 3260)**

Geometry is the second of a three-year sequence in high school mathematics. The topics include: geometric relationships, segment partition, rigid motions, constructions, informal and formal proofs, coordinate geometry, and trigonometry. A Regents examination in Common Core Geometry will be administered at the end of the course in June.

Grade 9

Geometry Honors (3261)

This course covers all of the topics in Regents Geometry in-depth with higher-level questions and includes additional topics such as: law of sines/law of cosines, reciprocal trigonometric functions, solving trigonometric equations, and optional constructions. Students who enroll should possess strong mathematical skills and have performed at mastery on the Algebra I examination. Students who enroll in this course typically continue on a path that leads to IB Math HL.

Grade 10

MYP Geometry Applications (3263)

This course is designed to introduce students to core concepts in Geometry and provides a foundation for IB Mathematics Applications and Interpretation SL. Teaching and learning involve rich integration of technology and hands-on mathematics based laboratory investigations to develop an experiential base for understanding mathematics. Topics include units of measure, geometric relationships, coordinate geometry, trigonometry, and functions.

Grade 10 or 11

Algebra II (Regents: 3143; NR: 3140)

Algebra II is the third of a three-year sequence in high school mathematics. The topics include: Rational and Irrational Expressions, Quadratics, Imaginary Numbers, Functions, Trigonometric Functions, Identities, Equations, Applications, Probability and Statistics, and Sequences and Series.

Students may enroll in this course at either a Regents or a Non-Regents level (separate courses). Students who enroll in either of these courses typically continue on a path that leads to IB Math SL.

Grade 10

Algebra II Honors (3144)

This course covers all of the topics in Algebra II but does so in more depth with higher-level questions and includes additional topics to prepare students for IB Mathematics HL. It is recommended that students who enroll possess strong mathematical skills and have performed at mastery on both the Algebra I and Geometry Regents examinations.

Grade 11

IB Mathematics Applications and Interpretation SL (Year 1) (3371)

This new IB DP two-year math course is designed for students who would have *previously registered for IB Mathematical Studies SL*. This course is designed for students who are interested in the practical application and modeling of mathematics in everyday life. Topics covered include algebra, geometry, statistics, and introductory calculus.

The Mathematical Exploration Internal Assessment (IA) also makes up 20 percent of the course grade. All students are required to take the IB DP exam at the conclusion of year 2 (senior year).

IB Mathematics Analysis and Approaches SL (Year 1) (3572)

This new IB DP two-year math course is designed for students who would have *previously registered for IB Math SL*. This course is designed for students who wish to develop a deep understanding of mathematical concepts. Students must possess a sound mathematical background as they prepared for studies in subjects that might be mathematically based. Topics covered include intermediate to advanced algebra, geometry, statistics, and calculus.

The Mathematical Exploration Internal Assessment (IA) also makes up 20 percent of the course grade. All students are required to take the IB DP exam at the conclusion of year 2 (senior year).

IB Mathematics Analysis and Approaches HL (Year 1) (3672)

This new IB DP two-year math course is designed for students who would have *previously registered for IB Math HL*. This is the highest level mathematics course that is offered at DFHS and is designed for students who have the highest aptitude in mathematics along with a range of analytical and technical skills. The majority of students in this course are planning to use mathematics as a major component of study at the university level,

including majors such as medicine, engineering, and technology. Topics covered include advanced algebra, advanced calculus, geometry, and advanced statistics.

The Mathematical Exploration Internal Assessment (IA) also makes up 20 percent of the course grade. All students are required to take the IB DP exam at the conclusion of year 2 (senior year). ****Please speak with your child's guidance counselor if you are interested in this course.**

Grade 12

IB Mathematics Applications and Interpretation SL (Year 2) (3373)

IB Mathematics Applications and Interpretations Year 2 is a second year course. This course is designed for students who are interested in the practical application and modeling of mathematics in everyday life. Topics covered include algebra, geometry, statistics, and introductory calculus. All students are required to take the IB DP exam at the conclusion of year 2 (senior year).

Pre-Requisite: IB Mathematics Applications and Interpretation SL (Year 1)

IB Mathematics Analysis and Approaches SL (Year 2) (3573)

IB Mathematics and Approaches Year 2 is a second year course. This course is designed for students who wish to develop a deep understanding of mathematical concepts. Students must possess a sound mathematical background as they prepare for studies in topics that include advanced algebra, geometry, statistics, and calculus. The Mathematical Exploration Internal Assessment (IA) also makes up 20percent of the course grade. All students are required to take the IB DP exam at the conclusion of year 2 (senior year). **Pre-Requisite: IB Math Analysis and Approaches SL Year 1**

IB Mathematics Analysis and Approaches HL (Year 2) (3673)

IB Mathematics Analysis and Approaches Year 2 is a second year course. This is the highest level math course that is offered at the high school and is for students who possess a high aptitude in mathematics and a range of analytical and technical skills. Students who enroll in IB Math HL will take the HL exam at the conclusion of year 2 (senior year).

Pre-Requisite: IB Math HL Year 1

IB Mathematics Applications and Interpretations SL (1 year w/ Lab period) (3375)

This course is specifically designed *only* for students who are pursuing both an Advanced Regents Diploma and a full IB Diploma. In this scenario, students would enroll in Algebra 2 R during their junior year. All students are required to take the IB exam at the conclusion of this course.

Grades 9-12 (Electives)

AP Computer Science Principles* (3801)

The AP computer Science Principles course focuses on the central ideas of computer science while instilling the practices of computational thinking. Students will develop a range of skills that are specific to computing and that are based around programming, data analysis, problem-solving, and collaboration. The curriculum focuses on the investigation of seven big ideas, all of which are fundamental processes for college and career readiness. These big ideas allow students to build an understanding of computing and computational thinking necessary for success in our ever-changing STEM (science, technology, engineering, and math) culture. Along with delivering basic computer science content this course also invites students to understand how computers and new technologies have changed the world. The course has a unique focus on creativity and encourages students to apply creative processes and solutions while solving problems. Therefore, it is intended to appeal to a broader audience. *No pre-requisite required. Elective, Grades 9-12. Meets every day. (1.0 credits)*

MATH LABS

In line with the district commitment to support student success and depending on previous coursework and performance (i.e. teacher recommendation) students may be assigned to a Math Lab. The Math Lab is intended to support student success in math class. The design of the Math Lab may be to pre-teach, re-teach, and/or provide alternative approaches to the curriculum in class. Math Labs may be offered in Algebra, Geometry, or Algebra 2 based on need.

THE ARTS

At least one full credit in the arts is required for graduation. The arts offerings at Dobbs Ferry High School are elective. Most courses in the arts are for one-half credit each and may be combined according to individual needs. A ninth grade arts experience is recommended as a foundation course for the student wishing to earn a sequence in the arts.

The arts offerings at Dobbs Ferry include fine art, music, band, orchestra, drama, and chorus, although theatrical experiences are available to students participating after school in the annual theatrical productions. In addition, cultural arts opportunities are provided on each grade level and tied directly to the high school curriculum.

NEW YORK STATE LEARNING STANDARDS FOR THE ARTS

STANDARD 1: CREATING, PERFORMING, AND PARTICIPATING IN THE ARTS

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

STANDARD 2: KNOWING AND USING ARTS MATERIALS AND RESOURCES

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

STANDARD 3: RESPONDING TO AND ANALYZING WORKS OF ART

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

**PATH
OF**



**NINTH *
GRADE**

Drawing & Painting	Sculpture	Digital Art
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**TENTH
GRADE**

Collage & Media Studies

**ELEVENTH
GRADE**

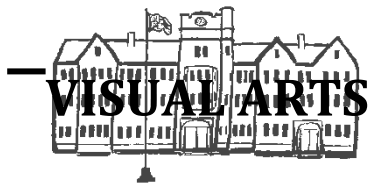
IB Art HL Year 1 or Elective

**TWELFTH
GRADE**

IB Art HL Year 2 or Elective

Art courses taken in 9th and 10th grade are structured to prepare each student to enter IB Art HL.

***Every art class is open to ALL STUDENTS. We STRONGLY SUGGEST students to follow the thread listed above. However, students MAY take any art elective at any point.**



DRAWING AND PAINTING (6170)

This course will introduce students to drawing and painting with various media. Students will create works based on found images and real life observations (such as still life and figure drawing). All works will focus on a deep understanding and usage of the Principles and Elements of Art.

SCULPTURE (6160)

This course is designed to acquaint students with the art of creating works in plaster, found objects, wire, relief carving and clay. Students will work with a variety of media and processes that will challenge both creativity and problem solving ability.

DIGITAL ART (6800)

This is an introductory course that is designed to teach students the key concepts in digital imaging basics. Using Adobe Illustrator in the Mac Lab, students will learn how to create complex digital drawings from scratch.

COLLAGE & MEDIA STUDIES (6792)

This course will introduce students to various techniques of art making such as collage, painting, printmaking, weaving, and embroidery using a wide variety of media, including paper, magazine, paint, yarn, and thread as possible materials. Classes will be held with demonstrations and then students will have a chance to work on their own within the parameters of the project. Class discussions on the use of the elements and principles of art will take place for each project.

IB VISUAL ART HL (Yr. 1: 6380; Yr. 2: 6480)

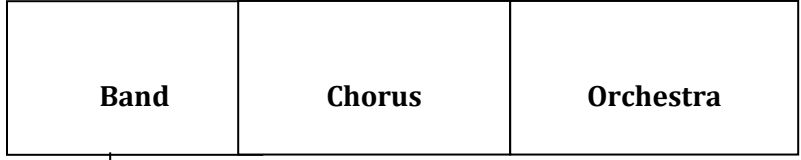
IB Visual Art is a two-year program that is intended for students who wish to delve deeply into their own art making practice. Research is done on the significance of various studies of art and focus on creating three detailed slide presentations over the two years as a culminating project. In doing so, students will compare artists to their own work through formal analysis, will demonstrate the process of the creation of 8-12 pieces of student created art, and will create 8-12 works of art.

Students considering IB Visual Art will think more conceptually while creating thematic works that draw from their own experiences. Research is done on the significance of various studies of art and techniques from art history, current art exhibits, gallery visits, sketches, and current art reviews. Students will also make connections between the research and studio work.

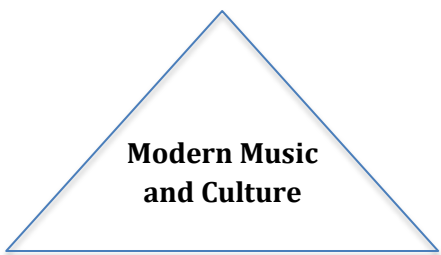
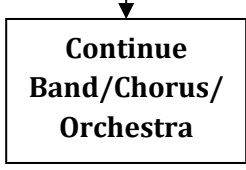
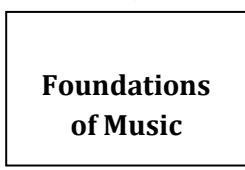


**PATH
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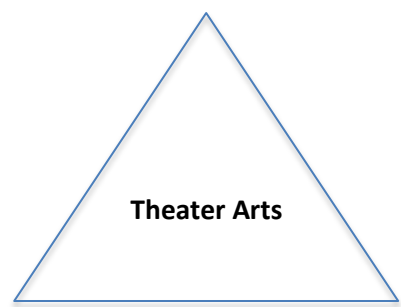
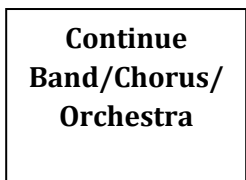
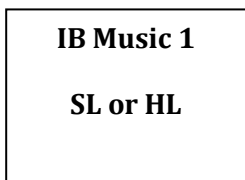


**TENTH
GRADE**



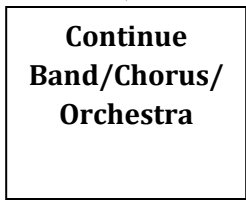
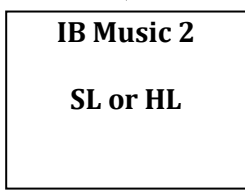
(Can be taken any year)

**ELEVENTH
GRADE**



(Can be taken any year and repeated)

**TWELFTH
GRADE**





PERFORMING ENSEMBLES

Grades 9, 10, 11, and 12

STRING ORCHESTRA (6870)

String Orchestra is open to students who play a string instrument. Concepts that are learned are music reading, ensemble skills, and independent musicianship. These skills are developed through the study, rehearsal, and performance of music chosen from the standard orchestra repertoire. The Orchestra performs two regular concerts each year, other engagements throughout the year, and works towards performing at the NYSSMA Festival.

CONCERT BAND (6860)

A performing ensemble open to all students in grades 9-12 with prior experience on a musical instrument. Students will work towards comprehensive musicianship through the performance and study of important traditional and contemporary works. In addition to proficiency on a major instrument, music reading, and ensemble performance, students will engage in the study of music theory and history. The band performs at the winter and spring concerts in addition to performing in the community throughout the year.

HIGH SCHOOL CHORUS (6960)

Chorus is open to all students in grades 9-12. Students who elect to sing in chorus have the opportunity to perform in school as well as in the community. The chorus performs at the winter and spring high school concerts. Chorus members may sing solos or perform as a Major Ensemble at the NYSSMA Festival held each year in Westchester and at NYU. They may also be selected to perform in All-State choruses. All chorus members learn vocal skills in class that include breath control, posture, sight-singing, diction, intonation, and phrasing in addition to reading music. Students who participate in chorus may audition for Acappella Chorus and select girls "Octet."

CLASSROOM MUSIC

Grades 9 -12

FOUNDATIONS OF MUSIC (6880)

This course is for students who are looking to participate in the IB Music two-year program. This course will introduce students to a variety of music subject areas including the history of western music, world music and music theory. Students will be expected to develop a general knowledge of various musical eras, achieve an understanding of music from different cultures, and demonstrate competency in the rudiments of music, including notation, scales, modes, key signatures, rhythm and basic chord/harmonization. Piano skills, or participation in school performing ensemble is helpful.

THEATER ARTS (6785)

This course is for students in grades 9-12 who wish to study stage performance and the varied roles and responsibilities necessary for putting on a theatrical production. Students will study comedic improvisation; technical theatre including costume, make-up, publicity, and set design; acting and character study; the history of theatre; and writing and directing student productions. Students will participate in a spring theater performance. No experience required.

*Students may repeat the class.

Modern Music and Culture: From Rock and Roll to Hip-Hop (6890)

This course will trace the creation, evolution, and cultural impact of popular music from the 1960s to the present. By listening to, discussing, and researching an extensive range of music, students will explore how various styles of American music have grown from sub-cultures to mainstream, mass-produced art forms. Students will study the evolving sounds and songwriting technique of modern music, the influence of technology on these sounds, and the common musical threads with culture, politics, sport, and fashion.

**IB MUSIC SL (Yr. 1: 6881; Yr. 2: 6882)
IB MUSIC HL (Yr. 1: 6883; Yr. 2: 6884)**

This two-year course is designed for 11th and 12th grade music students with varied backgrounds in solo or group music performance. The aim of IB Music is to give students the opportunity to explore and enjoy the diversity of music working in three roles: performers, creators, and researchers. Students will develop music portfolios (a combination of internal and external assessments) that will display students' skill development, content knowledge, and creativity. The portfolios are centered on presenting music, exploring music, and experimenting with music. All IB students must take this course in conjunction with one of the larger ensembles (Band, Orchestra, or Choir).



Professional Skills & Communications

Grades 9-12

Business for the 21st Century “Biz 21” (2494)

This course will allow students to explore the ever-changing business environment of the 21st century with a focus on the skills and projects related to technology in American business and industry. Many of the topics will enhance the experience that members of the Future Business Leaders of America Club receive. Topics covered will include business ethics, resume writing and interviewing, e-business, graphic design, business presentation, publication design, social media and websites. *Elective, Grades 9-12. Meets every other day (.5 credit)*

Leadership and Service (2510)

This course will provide students with an opportunity to develop concrete skills as they relate to personal leadership, group leadership, team building, empowering others, and inspiring change via service. The skills that will be focused upon include communication, collaboration, initiative, adaptability, and organization. In doing so, students will study influential leaders in history, leadership styles, ethics in leadership, and how external pressures influence leadership and decision making. Students will also identify global issues in effort to lead a change initiative in our local community. *Elective, Grades 9-12. Meets every other day (.5 credit)*

What’s Next? Life After High School (2515)

This course will follow themes outlined in the IB Personal and Professional skills class. These themes include personal development, intercultural understanding, effective communication, thinking processes, and

applied ethics. Students will learn about self-awareness, self-management, relationship management, Cultural Identity, Cultural

Diversity, Intercultural engagement, Interpersonal skills, Literacies, Self-expression, Critical thinking, creative thinking, Ethical Dilemmas, Applied ethics, and professional ethics. Students will be able to apply the skillset taught post high school in either a collegiate or professional pathway. *Elective, Grades 9-12. Meets every other day (.5 credit)*

HS Yearbook (6670)

This course focuses on the design of our high school yearbook. Students will engage in activities such as digital design, photography, editing, and sales. *Elective, Grades 9-12. Meets every other day (.5 credit)*

Grade 11

IB Film HL—Year 1 (6680)

The first part of the two-year International Baccalaureate study in film, this course sequence satisfies the group six requirement for an IB Diploma. In the first year of this challenging course, students make movies and study film history and film analysis. Students will take on the roles of writer, director, cinematographer, and editor in the production of original films.

Grade 12

IB Film HL—Year 2 (6780)

The second part of the two-year International Baccalaureate study in film, students must have successfully completed IB Film Year 1 in order to enroll. The two courses satisfy the IB Diploma group six requirement. In the second year, students make their final films for IB assessment, continue to practice film analysis, and do an in-depth study of movies from another culture.



PHYSICAL EDUCATION & HEALTH

Physical Education (7130)

The New York State Department of Education mandates four years of physical education as a condition of graduation. Classes meet every other day. The curriculum is designed to promote teamwork, sportsmanship, and physical conditioning while students develop an understanding and appreciation of the values of fitness and wellness through physical activity. Students are exposed to a wide variety of individual and team sports/activities that can include golf, pickleball, badminton, volleyball, football, soccer, frisbee, fitness center, walking, basketball, yoga, floor hockey, team handball, speedball, lawn games, softball, lacrosse, cardio-kickboxing, and aerobic activities.

Grade 10

Health (7210)

Health is a one-half unit course. The Health curriculum explores the fundamental concepts of mental, sociological, environmental, and community health. Effects of drugs, alcohol, and tobacco are investigated as important aspects of family living and interpersonal relationships. This course includes a presentation of current facts and information about HIV/AIDS. This course is flexible in sequence and in content and is designed to meet the varied needs of students in relationship to their environment and community. The goals are to provide accurate health information, help develop positive attitudes, and maintain or initiate constructive behavior.



SPECIAL EDUCATION DEPARTMENT

The special education department provides a range of supports and services for students who have been identified as having a disability according to federal and state guidelines. Students with disabilities are provided individualized special education programs which can include: related services, assistive technology, and accommodations/modifications in the general education classroom and/or the special education setting. The continuum of available services includes consultation with classroom teachers, co-teaching or assistance in the general education classroom, assistive technology and small group or individualized instruction within the special education setting. A range of diagnostic services are offered by the school psychologist, special education teachers, the speech and language therapist, occupational therapist and physical therapist in order to assess students' needs and plan appropriate educational programs. All programs are developed using a team that includes general and special education staff, families and the student.

CONTENT LABS

Content labs focus on either English/Social Studies or Math/Science. Each section is .5 credits and students may be scheduled for one or both sections. In this class curriculum content is reviewed. Students are pre-taught or re-taught core material. Students who need it are trained in assistive technology. Individualized goals are addressed along with organizational strategies, test taking strategies, study skills and advocacy skills. All content labs are .5 credits.

ADDITIONAL COURSES & PROGRAMS

Grade 10

IB MYP Research (2490)

The IB MYP Research course is required of all 10th grade students who are not enrolled in Science Research. This course is aligned to the IB Learning Standards and focuses on the development of the necessary research skills to complete the IB MYP Personal Project. The Personal Project is the final culminating experience for all students in grade 10.

Grade 11

IB Theory of Knowledge (TOK) Year 1 (2384)

This interdisciplinary course for International Baccalaureate Diploma candidates is open to all students and is designed to help students question and understand how they know what they know. Students study how individuals from various disciplines search for truth and view the world, in order to develop their own ways of thinking. By stimulating critical reflection and analysis of knowledge and experience across disciplines, TOK seeks to bridge and unify the academic subjects. The approach seeks to help students analyze and integrate knowledge that they have already gained. In the first year of the course, students study four ways of knowing—reason, perception, language, and emotion—as well as two areas of knowledge—mathematics and natural sciences. The TOK course is central to the IB Diploma Program and required of all Diploma Candidates.

Grade 12

IB Theory of Knowledge (TOK) Year 2 (2485)

This second year of TOK expands on the themes and experiences of students in the first year of the course. Students continue to question knowledge issues as they explore more areas of knowledge—human sciences, history, ethics, and the arts. Students consider how individuals from various disciplines search for truth and view the world, and begin to refine their own ways of thinking. The approach seeks to help students analyze and integrate knowledge that they have already gained. By the conclusion of the course, students write a 1,200-1,600 word reflective essay on one of six titles prescribed by the IB and conduct a 10-15 minute presentation to the class on an IB topic. The TOK course is central to the IB Diploma Program, is open to all, and is required of all Diploma Candidates.

Grade 11 and 12

Extended Essay (EE)

Diploma Requirement

A diploma candidate must complete and submit an extended essay, which is a substantial piece of independent research of up to 4,000 words. The EE is started in October and completed in May of the junior year. During the entire process, students will meet informally and formally with their supervisors. Three formal meetings are required. These conversations will concentrate on the students' ability to support the "authenticity" of their work, and the successes and challenges of the process. Diploma candidates will receive a grade for their work on the EE during their junior year as determined by the CAS/EE coordinator.

Grade 11 and 12

Creativity, Activity, Service (CAS)

Diploma Requirement

A Diploma Candidate must engage in a program of challenging and collaborative experiences concentrating on three strands: "creativity, activity, and service" during their junior and senior years. It is recommended that three to four hours each week are set aside for CAS which emphasizes a variety of individualized experiences. Experiences must be from a broad spectrum of activities spanning all three strands. IB learning outcomes should be used to plan this diploma requirement.

Diploma candidates will receive a grade for their work during their junior and senior years as determined by the CAS/EE Coordinator. Students will maintain a web-based portfolio of activities. At the end of each activity students will provide evidence and complete a required reflection.

Advisory (IB Approaches to Learning) (1511)

This course is designed for students for who may benefit from small group support and/or may require Academic Intervention Services. The course is designed around the IB MYP Approaches to Learning and focuses on the development of organizational skills as students work toward individual learning goals. The IB ATL teachers also work closely with the students' core content teachers and communicate regularly with parents. Students can earn an elective credit upon successful completion of this course.