

# **COURSE OF STUDY GUIDE**

## **2026-2027**



# COURSE OF STUDY GUIDE

## 2026-2027

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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 2026-27 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. Our Counseling Department will meet with students in March and April 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, guardians, and students 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. We are also proud to share that we are completing our 28<sup>th</sup> year of being authorized as an IB World School. 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 our ninth class to complete an IB MYP Personal Project, we have 56 IB Diploma candidates in the Class of 2026, 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 includes our various IB DP course offerings, our three-year competitive Science Research Program, and electives such as AP Psychology, AP Computer Science Principles, Financial Literacy, Sports Media and Marketing, Competitive Debate, Latin American Studies (dual language), Film Production, High School Yearbook, Approaches to Learning ("advisory"), Modern Music and Culture, and Theater Set Design. 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 DP courses in eleventh and twelfth grade. Overall, all students take an average of four IB DP courses before graduating.

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, IB Extended Essay (applicable semesters), IB CAS (applicable semesters), all Advanced Placement (AP) courses, 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 both IB MYP and IB DP courses, and all students take an average of four IB DP courses before graduating. With approval by the Principal, students also have the opportunity to participate in occupational education courses at Southern Westchester Board of Cooperative Education Services (BOCES). Our school also is proud of our special education program and the support services that we provide to ensure that all students are best supported and successful. Our school also provides ENL services to students who qualify.

There are many pathways that students at DFHS can pursue. In doing so, we have intentionally designed various potential pathways based on student interest, ability, and overall academic goals. We encourage students to choose the most appropriate and academically challenging classes available while considering the important balance in terms of health and wellness. In addition, we encourage students to continue study in mathematics, world language, and science courses for all four years of high school so that they have the most options available beyond high school graduation.

The School Counselors at Dobbs Ferry High School are dedicated to meet the educational, social and emotional needs of students at each grade level. Our Counseling Department has expanded over the past ten years, and now has four 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 grow 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 2026-2027 High School Counseling Support Team**

Mallory Levy, School Counselor  
William Palmer, School Counselor  
Michelle Propersi, School Counselor  
Michelle Tapia, School Counselor  
Chris D'Angelo, School Psychologist  
Michelle Ciccone, School Social Worker  
Juliana Caputo, Student Assistance Counselor

## A note to students regarding selecting courses

The DFHS Course of Study Guide contains the essential information needed in order 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. Please read the catalog thoroughly before making course selections and be sure to consult with your counselor and teachers. The courses that 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:

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

\*Included in the 3 Science credits earned must be 1 Physical Setting course and 1 Biology (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](http://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 DFHS students aspire for admission to colleges and universities, 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

## NYS Seals of Distinction

DFHS is offering both the NYS Seal of Biliteracy and Seal of Civic Readiness to eligible juniors for the first time with the Class of 2026! Our coordinators for the 2025-26 school year are as follows:

- Seal of Biliteracy: Megan Lois ([loism@dfsd.org](mailto:loism@dfsd.org))
- Seal of Civic Readiness: Allison Burt ([burtta@dfsd.org](mailto:burtta@dfsd.org))

## Regents Exams for Graduation (DFHS)

1 Math (Algebra 1, Geometry, or Algebra 2)  
1 Science (Earth Science, Biology (Living Environment), Chemistry, or Physics)  
Global Studies  
United States History  
English Language Arts (ELA)

*\*Please speak with your school counselor for alternative NYS pathways.*

## Requirements for an Advanced Regents Diploma

3 Math Regents  
2 Science Regents  
Global Studies Regents  
US History Regents  
ELA Regents  
Checkpoint B 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. Since we are a small school with numerous and sometimes competing single course offerings, unavoidable conflicts can occur in the master schedule and occasionally students may not be able to enroll in all of the courses they have selected. In each case, required courses are given first priority. **\*Students who request a course that was not recommended are required to submit a “2026-27 Course Override Form” to the School Counseling Department by April 11. The form can be found on Page 9 of this Course of Study Guide.**

## **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 15<sup>th</sup>). Students who drop ANY course after this date will receive a “W” on their transcript. In addition, students who drop an IB DP 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 DP 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 2026-27 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 15<sup>th</sup>).

## **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 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 via 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.

## 2026-2027 Course Override Form

Each year, teachers make course recommendations based on several important factors. As an open-enrollment school, we value student voice and encourage families to be active partners in educational planning. If you are considering a course different from your teacher's recommendation, before finalizing your decision, please review the points below together with your parents/guardians:

- The pace of the class may not be appropriate for you.
- The course content may be more than you are prepared for.
- You might not earn a grade you consider satisfactory.
- Schedule changes after the school year begins may **not** be possible. You may be required to remain in the requested course for the entire year, which can lead to undue stress.
- Even when schedule changes are possible, they can cause significant complications, including the loss of electives, a change in teachers and/or adjustments to other classes.
- The final average earned in the course will appear on your high school transcript and will be calculated into your overall GPA, which may affect college admission.

After discussing this request with your parents/guardians and school counselor, please sign below indicating you understand the potential consequences and still wish to enroll in a course for which you were not recommended.

**Please return the completed form to your school counselor. A brief written statement from you is also required. The deadline to return waivers is in April (TBD). No waivers will be accepted after that date.**

Student Name: \_\_\_\_\_ Current Grade: \_\_\_\_\_

Recommended Course			
Requested Course			

**Student statement (required):**

*Please share why would you like to enroll in a course(s) for which you were not recommended:*

Parent/Guardian Signature (required): \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature (required): \_\_\_\_\_



## **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 11<sup>th</sup> and 12<sup>th</sup> 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, course of study beginning in eleventh grade. The coursework is intellectually stimulating and includes multiple forms of internal and external assessment over the course of two years. 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 aligned with our IB Diploma courses and the IB Learner Profile.

IB courses are open to all students. Students should consult their teachers, school 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 Jessica Swart (IB DP Coordinator) at [swartj@dfsd.org](mailto:swartj@dfsd.org), James Cottingham (Assistant IB DP Coordinator) at [cottinghamj@dfsd.org](mailto:cottinghamj@dfsd.org), Jennifer Hickey (IB MYP Coordinator) at [hickeyj@dfsd.org](mailto:hickeyj@dfsd.org), or Dr. John Falino (IB Head of School) at [falinoj@dfsd.org](mailto: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:

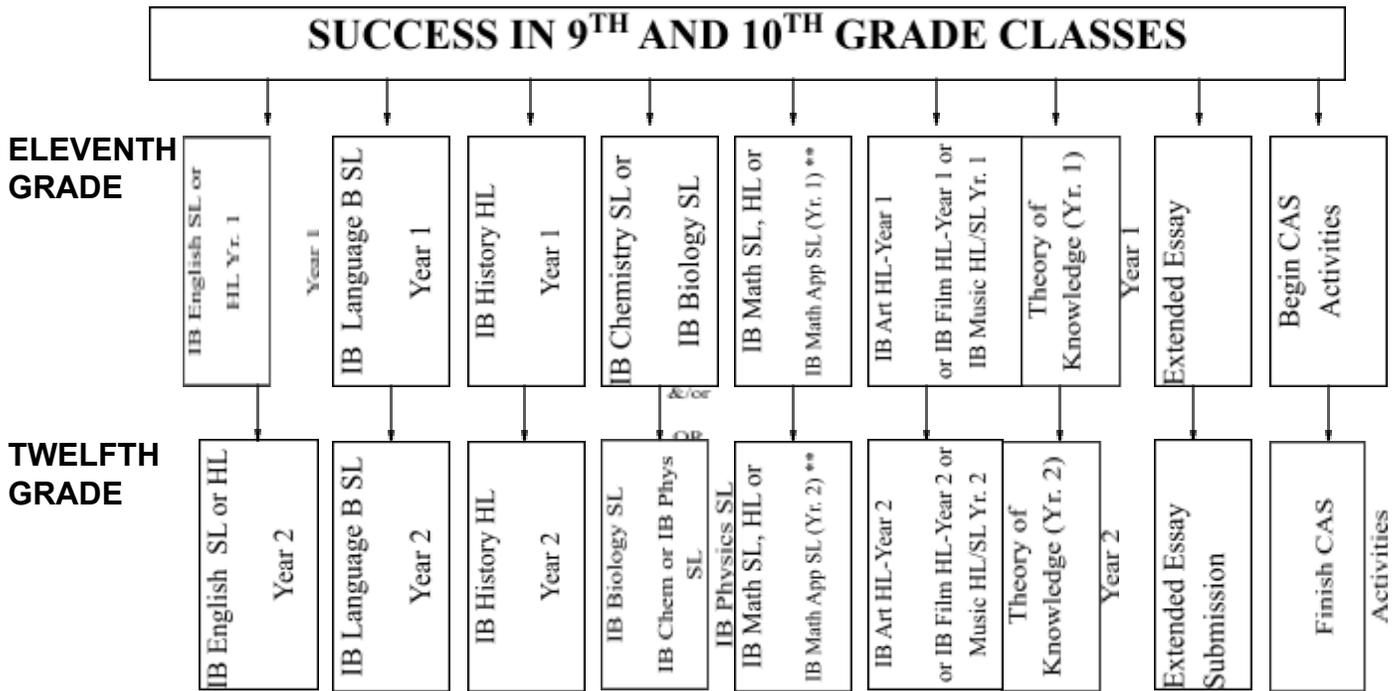
- 1) Obtains a grade of 4 or above in each HL course (one grade of 3 will be acceptable)
- 2) Obtains a grade of 4 or above in each SL course (one grade of 2 will be acceptable)

### **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 DP 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 DP 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 that truly advances one's thinking.

**7. What do students do if they find an IB DP 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 DP 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 DP course?**

Yes. If a Regents Exam is normally given in the course related to the IB DP 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 DP 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 DP 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?**

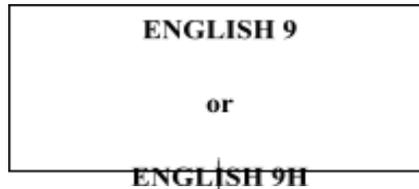
Toward the end of courses, IBO requires teachers to submit "Predicted Grades" for students which anticipate the final total scores students will receive. These predicted grades had traditionally not been of much value for students applying to American colleges, but as IB recognition at U.S. colleges 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**

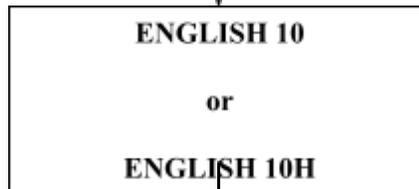
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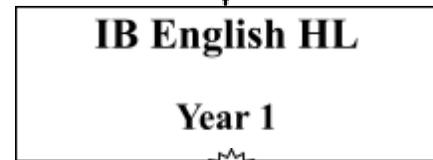
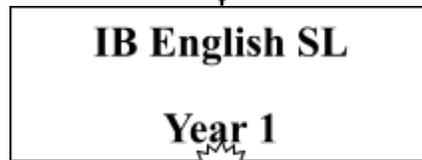
**NINTH  
GRADE**



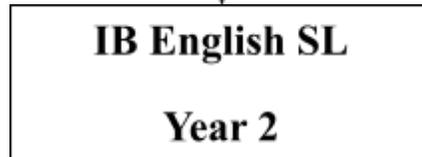
**TENTH  
GRADE**



**ELEVENTH  
GRADE**



**TWELFTH  
GRADE**



**YEAR TWO**



### *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 17<sup>th</sup> 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 Reading (01066)**

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 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. *Elective, Grades 9-12. Meets every other day (.5 credit).*

#### **Film Production (05168)**

This course will focus on developing basic video production skills including screen writing, organizing and planning a film shoot, collaboration with cast and crew, training on the operation of cameras, lights, microphones, and editing. *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

**TWELFTH  
GRADE**

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

—YEAR 2



*Grades 9-12*

**FRENCH 1 (5755)**

This introductory course focuses on the basics of the French language with a focus on all four language skills (listening, speaking, reading, writing). A strong emphasis on French culture and the Francophone world is also embedded. This course is for students who need a language credit coming out of 8<sup>th</sup> grade, or for students who are interested in an elective.

*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.

**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.

**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)**

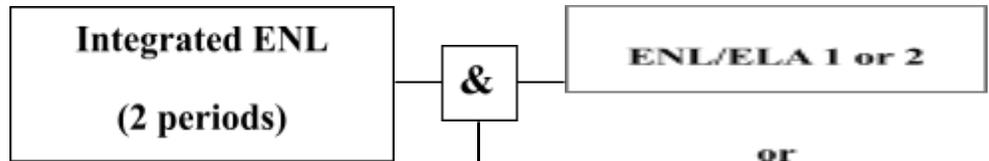
**IB FRENCH SL—YEAR 2 (5880)**

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,

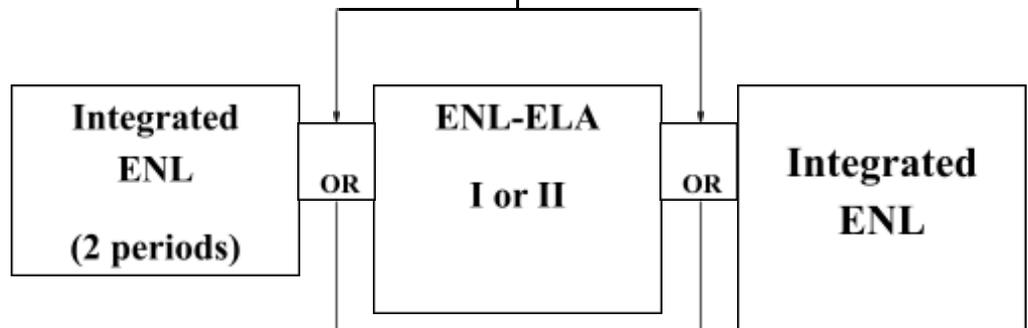
students will sit for the IB standard level examination.



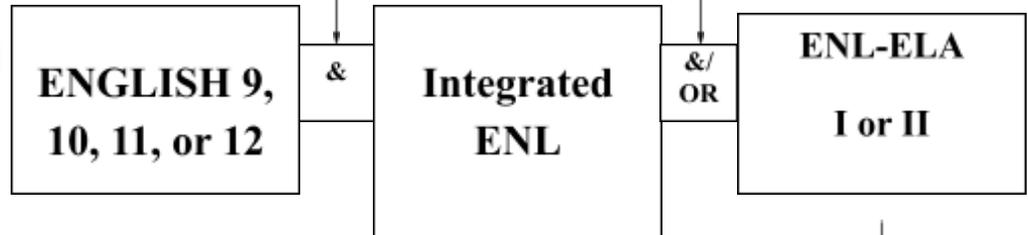
**Entering Level**



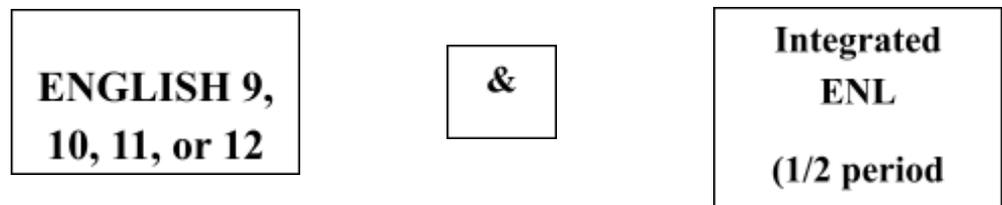
**Emerging Level**



**Transitioning and Expanding Level**



**Commanding Level**



Students are eligible for ENL services if English is not their native language, or if another language is spoken in the home. Students are placed in classes based on results of the New York State Identification Test for English Language Learners (NYSITELL) or New York State English as a Second Language Achievement Test (NYSESLAT), and the determination of the English Language Learning specialists in the Dobbs Ferry Public Schools. The NYSITELL is administered only once, upon administration, and the NYSESLAT is administered every May until students achieve the Commanding Level.



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



## **INTEGRATED ENL**

This course is for English Language Learners at all levels. It provides opportunities for students to use their native languages and cultural background knowledge. Instruction focuses on developing listening, speaking, reading, and writing skills in English, and achieving higher English language proficiency. Content support is also offered as needed. This class meets one period daily, or one period every other day, based on students' results on the New York State English as a Second Language Achievement Tests (NYSESLAT).

## **ENL/ELA 1 and ENL/ELA 2**

ENL/ELA I and II are stand-alone ELA courses for English Language Learners at any level. Using an ELL approach, students are taught English language arts and literature with an emphasis on listening, speaking, reading, and writing skills. Both ENL/ELA I and ENL/ELA II meet for one period daily and offer ELA credit.

## **ENL SUPPORT (Push-In)**

This support allows our ENL teacher to function as a co-teacher in general education classes to support ENL students. This support is provided to students based on the result of the NYSESLAT.

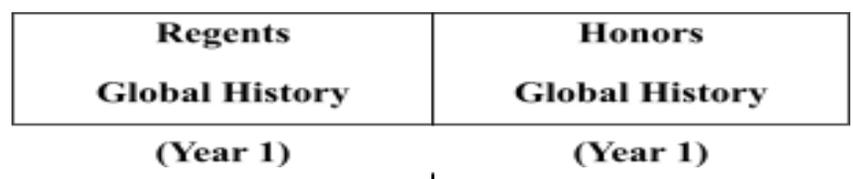
## **\*Important ENL Guidelines**

- All students in the ENL program receive instruction from a certified ENL teacher and receive accommodations on state exams. This may include: translated exams, use of translated glossaries, extra time, and special location for test taking.
- Students may also be placed in content courses taught by a teacher certified in both the content subject area and English as a New Language.

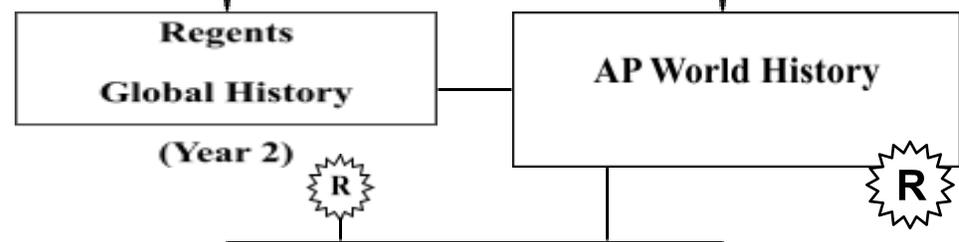


**PATH OF STUDIES**

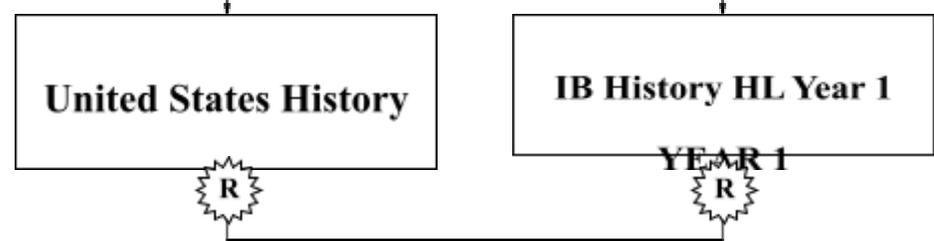
**NINTH GRADE**



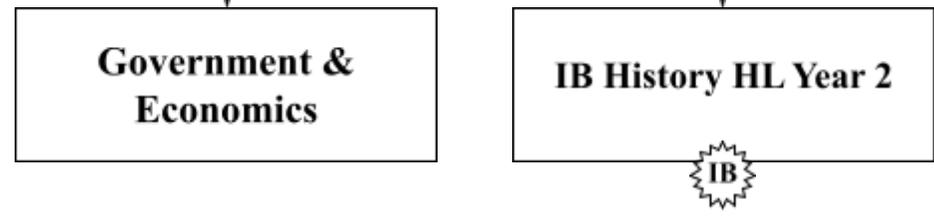
**TENTH GRADE**



**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. 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 Program 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 civic and constitutional 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 20<sup>th</sup> 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 college-level course is open to students who have successfully completed IB History of the Americas or U.S. History (SL credit). This course examines “Rights and Protest,” with a focus on case studies on the African American Civil Rights Movement in the U.S. and the Anti-Apartheid Movement in South Africa. Students will study Independence Movements around the world and will also explore peoples of the Post-Classical and Early Modern periods, with an emphasis on the formation of societies and economies. Students complete a required 2,200 world historical investigation (IB internal assessment). In-depth reading, writing, and research using primary and secondary sources is emphasized in this course. IB examinations are administered at the conclusion of this course (HL or SL).

#### *Grades 9-12*

#### **Competitive Debate (01153)**

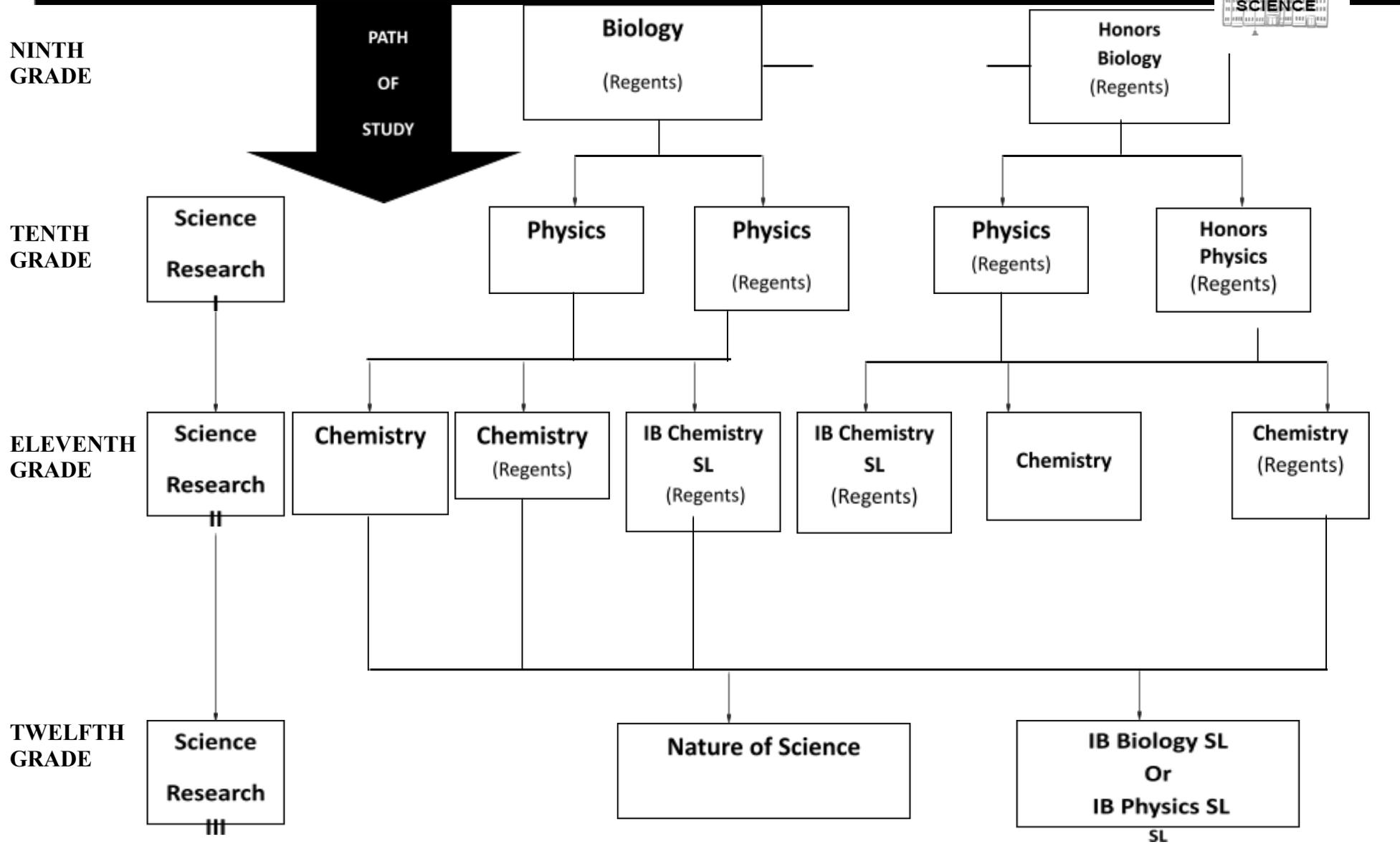
This course will foster participation and understanding of engaging in formal debates both in-class and ultimately with other schools. Students will build confidence in public speaking and will examine and analyze current events and differing pouts of view. Students will also watch and analyze Tedx Talks, debate competitions, and will ultimately prepare for competition through the New York Parliamentary Debate League. *Elective, Grades 9-12. Meets at “0” period at 7:30 a.m. every other day (.5 credit)*

#### **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 WISE. *Elective, Grades 9-12. Meets every other day (.5 credit)*

#### **Latin America History and Language (2505)**

This elective course covers a variety of historical time periods and regions in the history of Latin America. The course examines Pre-Contact Indigenous nations, the Spanish conquest and colonization, emergent nationhood, and modern nations and international relations. Students will have the opportunity to examine primary source historical documents, literature, and news items in both English and Spanish (Spanish knowledge is





### **Biology Regents (4250)**

This course is based on the NYSSLS 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.

### **Biology 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.

### **Physics (Honors) (Grade 10) (4475)**

Honors Physics combines academic study with inquiry-based experiments to address the NYSSLS curriculum in preparation for IB DP study in the sciences. Students will be provided with opportunities to advance their skills with digital technology.

*Recommended Math: Algebra 2 Honors*

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 NYSSLS Curriculum for the Physics Regents exam, including electromagnetism and the Standard Model of the atom. *Recommended Math: Algebra 2 Regents*

### **Physics (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. This course satisfies the New York State Physical Setting requirement for graduation.

*Recommended Math: Geometry R or NR*

### **Chemistry (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.

### **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.

### **Physics (Regents) (4470)**

**IB Chemistry SL (4370)**

The IB Diploma Program Chemistry SL 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 provides students 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*

**IB Biology SL (4650)**

The IB Diploma Program Biology SL 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.

*Recommended Math: Algebra 2 R or H or IB Math SL/HL*

**IB Physics SL (4480)**

The IB Diploma Program Physics SL course follows an international physics curriculum. Students take the IB Physics exam in May. 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/HL*

**Nature of Science (4750)**

This senior-level course covers the key and developing areas in Biology, Chemistry, and Physics. The main focus of the course is to discuss applications of fundamental science that concern us, including our place in the universe and global resources. This course is suitable for students who are interested in science but do not plan to pursue a science career. Nature of Science teaches transferable and highly desirable scientific skills and analysis. The following areas are explored: the universe, plate tectonics, resources and climate change, food security, and forensics.

# DFHS Science Research Program

Grades 10, 11, and 12

## SCIENCE RESEARCH PROGRAM (competitive)

### Year 1

Science Research 10 (4551)

### Year 2

Science Research 11 H (4552)

### Year 3

Science Research 12 H (4553)

The DFHS Science Research Program provides students with the opportunity to conduct authentic and original scientific research. This is a two to three-year program that allows students to conduct independent, highly advanced, science research projects. These projects 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 hypothesis;
- Collect and analyze data;
- Present findings.

Students present their research to peers, their district, and in local, national, and sometimes international competitions. By the second 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 Extended Essay.

### **Suggested Criteria: #1 - A Passion for Science and Learning!**

- **Science Teacher Recommendation:** The student has demonstrated a passion for science as observed by the science teacher.
- **Transcript Review**
  - **Attendance:** The student attends class on time and with consistency.
  - **Report Card:** The student's report card does not indicate issues with assignment quality, work

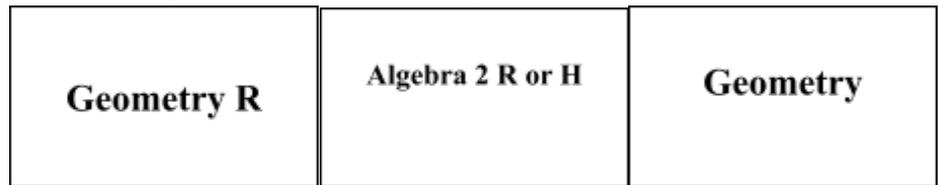
# DFHS MATHEMATICS



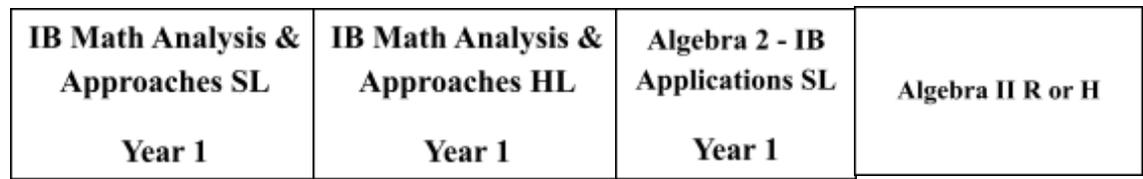
**NINTH  
GRADE**



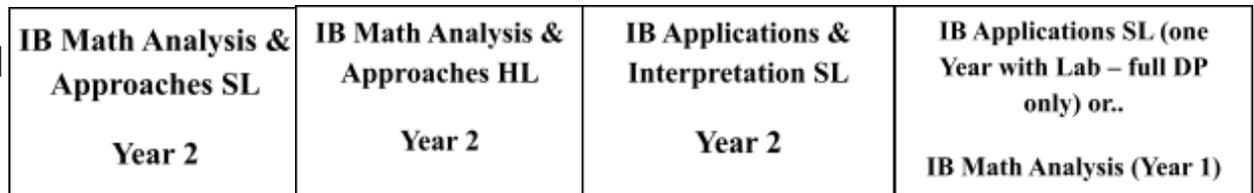
**TENTH  
GRADE**



**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 Next Generation Standards (NGS) and developing skills that support both the NGS 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 Next Generation Algebra 1 will be administered at the end of the course in June. Students who enroll in this course typically continue on a path that leads to IB Math Applications SL or IB Math Analysis SL.

*Grade 9 or 10*

### **Geometry Regents**

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, analysis and measurement of three-dimensional shapes, circles and trigonometry. A Regents examination in Next Generation Standards 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, analysis and measurement of three-dimensional shapes, circles, 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 Analysis HL.

*Grade 10*

### **Geometry (3263)**

This course is designed to introduce students to core concepts in Geometry and provides a foundation for IB Mathematics Applications 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)**

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 who enroll in this course typically continue on a path that leads to IB Math Analysis SL Year 1 or a one-year IB Math Applications SL course (full IB DP candidates only).

*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 Math Analysis 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

### **Algebra II - IB Mathematics Applications and Interpretation SL (Year 1) (3371)**

This two-year IB DP math course covers all topics in Algebra II and moves beyond for 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 IB DP two-year math course is 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 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 IB DP two-year math course 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 school 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).

**Prerequisite: 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 20 percent of the course grade. All students are required to take the IB DP exam at the conclusion of year 2 (senior year). **Prerequisite: 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 primarily for students who are pursuing an Advanced Regents Diploma and/or 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.

**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.

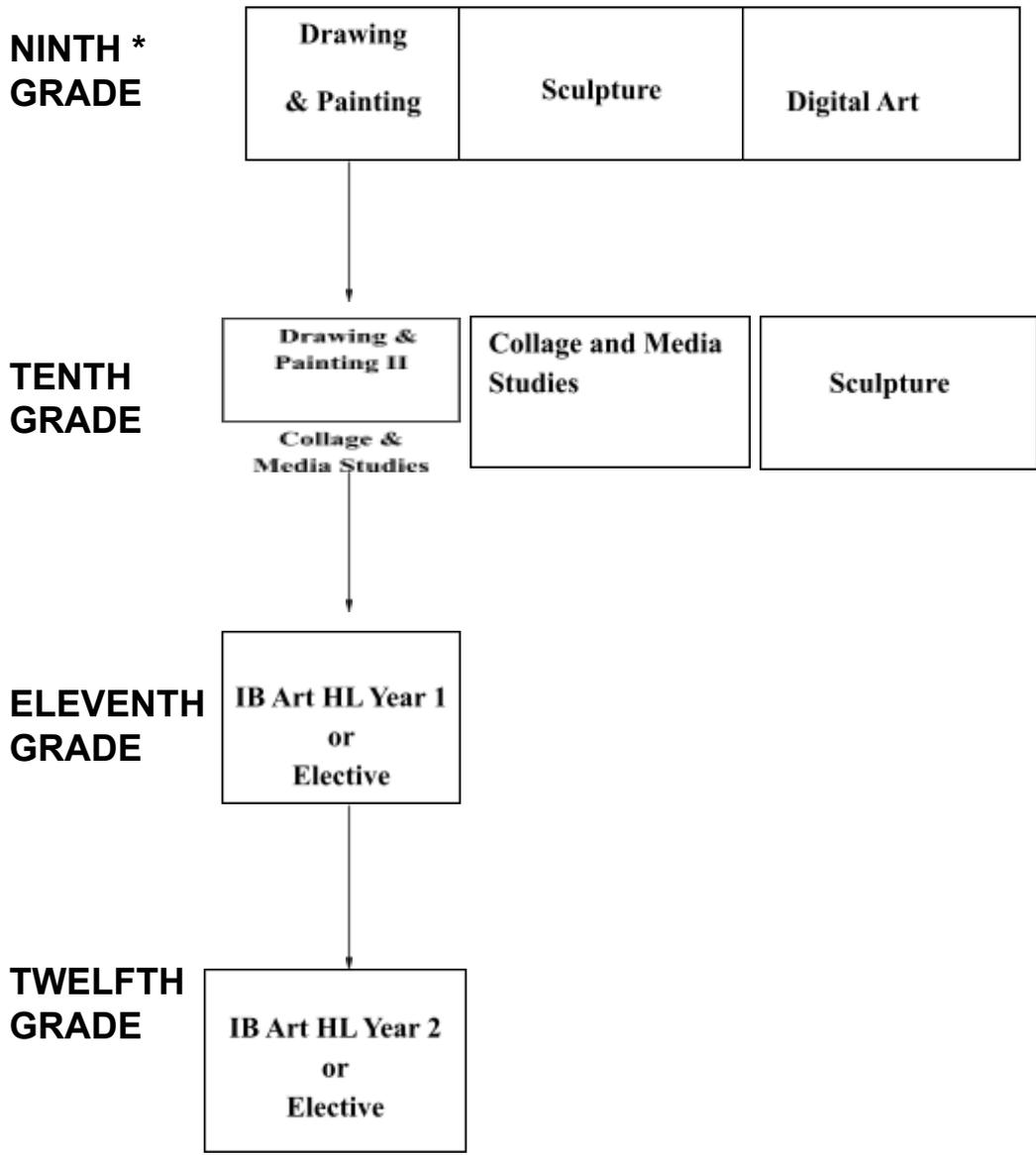
### **STANDARD 3: RESPONDING TO AND ANALYZING WORKS OF ART**

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.

### **STANDARD 4: UNDERSTANDING THE CULTURAL CONTRIBUTIONS OF THE ARTS**

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

**PATH  
OF**



Art courses taken in 9<sup>th</sup> and 10<sup>th</sup> 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 1 (6170)**

This course introduces students to drawing and painting using various media. Students will create artwork based on real-life observations and found images, exploring techniques like grid animal drawings and pastel candy studies. Emphasis will be placed on understanding the Elements of Art. Students will reflect on their process and share insights in writing.

### **DRAWING AND PAINTING 2 (6171)**

Building on Drawing and Painting I, this course focuses on continuing to develop painting techniques beginning with observation drawing and painting. If time, students may create paintings based on personal imagery and symbolism. The course emphasizes observation and begins to touch upon concept development for high-level artwork. Written reflections on the process of creating work are required.

### **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 workshop style class will feature demonstrations and hands-on exploration with both conventional and unconventional materials. Students will experiment with different media through guided assignments. Written reflections on the process will be required.

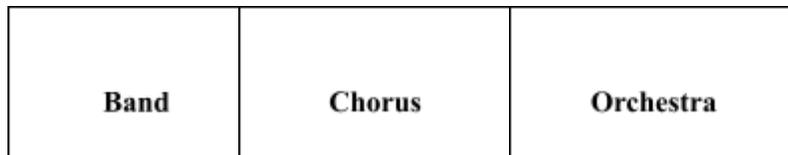
### **IB ART HL (Yr. 1: 6380; Yr. 2: 6480)**

IB Art is a two-year program intended for juniors and seniors who wish to concentrate on an intensive study of their creative selves. The courses place a strong emphasis on conceptual thinking and personal themes. Students will research art history, artists, and engage with current art making practices to inform their work. Overall, students complete 8 artworks and 1 video presenting a Personal Artist Project, to be done both in-class and independently. Writing and reflection is also required. These IB Art courses fulfill the Group VI requirement for the IB Diploma and are open to all students.

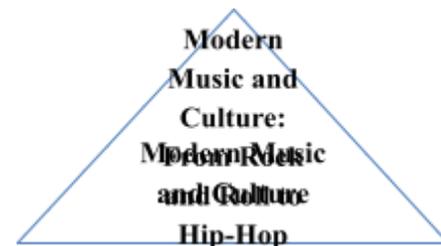
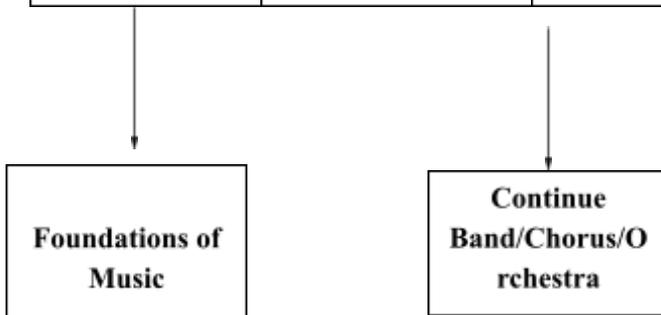
**PATH  
OF**



**NINTH  
GRADE**



**TENTH  
GRADE**



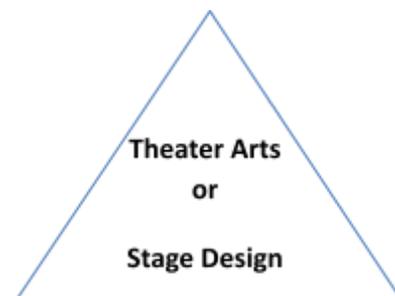
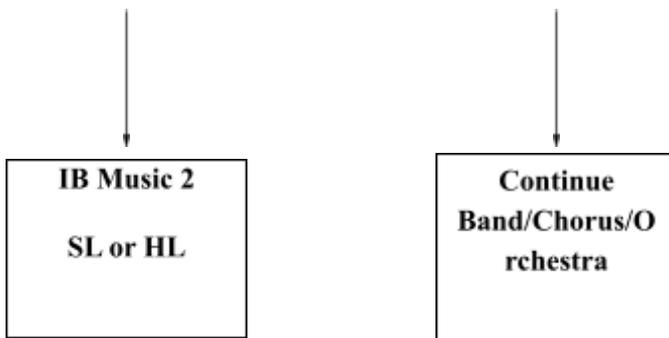
*any year)*

*(Can be taken*

**ELEVENTH  
GRADE**



**TWELFTH  
GRADE**



*be taken any  
year and repeated)*

*(Can*



*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.

### **CONCERT CHOIR (6960)**

Concert Choir is open to all students in grades 9-12. The choir performs at the winter and spring concerts in addition to performing in the community throughout the year. Choir members may sing solos or compete as a Major Ensemble at the NYSSMA Festival. Members may also be selected to perform in Conference and All-State ensembles. All choir students learn vocal skills including breath control, posture, sight-singing, diction, intonation, and phrasing. Students who participate may

audition for the bass-clef singing group AcaFellas or the treble-clef singing group Octet.

*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 a 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.

### **STAGE DESIGN (0687)**

This course allows students to develop skills for the design and construction of props and set materials essential for theater, video, commercial, and performance. This includes

the use of power tools (with safety guidelines), design thinking, drafting foundation for planning, assessing plans, budgeting, and crafting and producing items for safe use. Experience a hands-on education to develop visual and spatial skills for a real-life purpose!  
*Meets every other day.*

### **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 SL**

This two-year course is designed for 11th and 12th grade music students with varied backgrounds in music performance, either solo and/or group performers. The aim of IB Music is to give students the opportunity to explore and enjoy the diversity of music throughout the world by enabling them to creatively develop their knowledge, abilities, and understanding through performance and composition.

Students will be expected to demonstrate their understanding of music by performing solo and in a group, by using appropriate musical language and terminology, and by exploring their own composition writing. External

as: investigation will



constitute 50% of the grade, and internal assessment will be done by the teacher in the areas of performance and composition to fulfill the remaining 50% of the grade. All IB students must take this course in conjunction with one of the school's larger ensembles (Band, Orchestra, and Choir) and will run on the opposite day of the ensemble.

### **IB MUSIC HL (Yr. 1: 6883; Yr. 2: 6884)**

This two-year course is designed for 11th and 12th grade music students with performance experience. Students can receive a recommendation for Higher Level Music by demonstrating proficiency in music performance, as well as the ability to read music. The aim of IB Music is to give students the opportunity to explore and enjoy the diversity of music throughout the world by enabling them to creatively develop their knowledge, abilities, and understanding through performance and composition.

Students in HL Music will be required to give public solo performances as well as compose original music, both of which will fulfill requirements for internal assessments.

External assessment and musical investigation will constitute 50% of the grade, and internal assessment will be done by the teacher in the areas of performance and composition to fulfill the remaining 50% of the grade. All IB students must take this course in conjunction with one of the school's larger ensembles (Band, Orchestra, and Choir) and will run on the opposite day of the ensemble.

These IB Art courses fulfill the Group VI requirement for the IB Diploma and are also open to all students.

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Grades 9-12

**Sport Management, Marketing, and Media (2492)**

Students in this class will learn about the side of sports that takes place off the field or court with special focus on leadership and persuasion. The management module of the course will teach students how leaders function within organizations, how organizations are structured and operate, and how to motivate individuals and teams for overall success. The marketing module will focus on basic marketing skills and techniques used in the business world with a focus on sport related products and organizations. The Capstone project for the course will be the development and implementation of a marketing campaign for an event here at Dobbs Ferry High School.

*Elective, Grades 9-12. Meets every other day. (.5 credit)*

**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 WISE.

*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. Students will also identify global issues in effort to lead a change initiative in our local community. *Elective. Not being offered in 2026-27.*

**Light and Sound Design (6781)**

This course focuses on the planning and synchronizing of the audiovisual environment to add interest and support the themes and expectations of a stage production. An emphasis is placed on developing the technical skills necessary to create stylized environments that enhance theater arts, actors, stage design, and set design. This elective serves as a direct complement to our musical theater program. *Meets every other day. (.5 credit)*

**Stage Design (6787)**

This course allows students to develop skills for the design and construction of props and set materials essential for theater, video, commercial, and performance. This includes the use of power tools (with safety guidelines), design thinking, drafting foundation for planning, assessing plans, budgeting, and crafting and producing items for safe use. Experience a hands-on education to develop visual and spatial skills for a real-life purpose! *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. (.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. *Can fulfill art credit.*

*Grade 12*

**IB Film HL—Year 2 (6780)**

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. *Can fulfill art credit.*



### **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. All students in NYS are required to take 2 credits of Physical Education and to enroll each year.

### *Grade 10*

### **Health (7210)**

Health is a one-half unit course that is a NYS requirement for graduation. 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 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 credit.

### **Algebra A - Applied Math 1**

Students will study the fundamental concepts of algebra. Topics include equation solving, polynomial operations, and mathematical applications. In this course, students develop an understanding of linear relationships emphasizing patterns of change, multiple representations of functions and equations, modeling real world scenarios with functions, and methods for finding and representing solutions of equations and inequalities. This course emphasizes developing skills and processes to successfully solve problems and become more mathematically confident through the study of elementary algebra.

### **Financial Algebra- Applied Math 2**

Students will develop an understanding of financial literacy. This course is designed to prepare students to manage money and make informed financial decisions in their own lives. There will be a focus on effective use of mathematics as a tool.

### **Consumer Math- Applied Math 3**

Students will develop an understanding of financial literacy. This course reinforces, maintains and extends algebraic skills with an emphasis on real-life applications. There will be a focus on income, banking, budgeting, credit/debit, housing and taxation.



*Grades 9-12*

**Introduction to Psychology (2550)**

This survey course is designed to provide students with an overview of the major concepts, theories, and research methods in the field of psychology. Topics covered in this course include the history of psychology, the biological basis of behavior, sensation and perception, learning and memory, motivation and emotion, development across the lifespan, personality, abnormal behavior, and social psychology. *Elective, Grades 9-12. Meets every other day (.5 credit)*

*Grades 10-12 (priority to seniors)*

**Advanced Placement Psychology (2555)**

AP Psychology provides students with an opportunity to explore the scientific study of behavior and mental processes. This course covers a broad range of topics, including the biological bases of behavior, cognitive processes, developmental psychology, social psychology, and psychological disorders. Students will examine historical and contemporary psychological theories, research methods, and ethical considerations, developing an appreciation for psychology as a scientific discipline. The course emphasizes critical thinking, application of knowledge, and preparation for the AP Psychology exam. *Elective, Grades 10-12. Meets every day. Scheduling priority will be given to seniors. (1.0 credits)*

*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 10-12. Scheduling priority will be given to seniors. Meets every day. (1.0 credits)*

*Grade 10*

**IB MYP Research (2490)**

The IB MYP Research course is required of all 10<sup>th</sup> 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. *Sophomore Requirement (science research students are exempt). Meets every other day (.5 credit)*

*Grade 11*

**IB DP 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. *(.5 credit)*

*Grade 12*

**IB DP 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. *(.5 credit)*

*Grades 11-12*

**IB DP Extended Essay (EE) (1510)**

*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 December of the junior year and completed by October of the senior 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 second semester of junior year as determined by the IB EE coordinator. IB DP EE is included on the transcript and is worth *.25 credits*.

*Grades 11-12*

**IB DP Creativity, Activity, Service (CAS) (1505)**

*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 IB CAS 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. IB DP CAS is included on the transcript and is worth *.25 credits* in semester 2 of junior year and *.25 credits* of semester 1 of senior year.

*Grades 9-12*

**IB Approaches to Learning (Advisory) (1511)**

This course is offered to students by school counselor and/or teacher recommendation only and is 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. Targeted intervention services are also provided in this course and are a Tier 2 intervention of our Multi-Tiered System of Support (MTSS) team. 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. (*.5 credit*)