



**Springfield Township High School
Program of Studies
2024-2025**

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SCHOOL DISTRICT OF SPRINGFIELD TOWNSHIP

Mission Statement:

Our mission is to educate and develop all students as learners and citizens who are high-achieving, resilient, and responsible in a changing global community.

Equity Statement:

Recognizing the diversity of our community, the School District of Springfield Township is committed to and accountable for advancing equity and excellence for all of our students.

We, in the School District of Springfield Township, endeavor to provide equitable opportunities for high level, meaningful, and engaging learning experiences for each and every student, regardless of racial/ethnic background, economic conditions or other dimension of identity or difference.

We recognize that in order to achieve Educational Equity we must apply principles of fairness and justice in the allocation of resources and work toward the elimination of institutional barriers to access and opportunity. We aim to ensure that funding, policies, practices, and initiatives will enable every student to receive what they need to maximize their success. In order to foster growth toward equity, we must engage in continuous reflection and ongoing measurement of our efforts.

SPRINGFIELD TOWNSHIP HIGH SCHOOL

School Vision:

Springfield Township High School, a small, diverse, evolving community, nurtures integrity and respect as it empowers students through a safe school culture and pursues excellence through academic rigor, engaged learning, and professional growth.

Core Values:

Excellence, Community, Integrity, Respect

The History of Spartan Pride:

Sparta was a Greek city state that rose to military power in the Seventh Century BCE. Spartans dedicated themselves to excellence on the battlefield through unflinching commitment and rigorous training. Perhaps the most legendary battle fought by the Spartans was the last stand at Thermopylae during which King Leonidas and 300 highly-trained warriors held a mountain pass against the invading Persian army. According to Plutarch, Xerxes the Great, leader of the Persians, wrote to King Leonidas, “Hand over your arms.” Leonidas replied, “Come and take them.” The 300 Spartans repelled 150,000 Persians for seven days inflicting massive casualties on the invaders. Though the battle ended in defeat for the Spartans, their loyalty, dedication, and pride is legendary. Students stay true to these values today; their efforts in the classroom, on fields, in the community, and on the stage make STHS proud.

Learning at Springfield Township High School:

The learning at Springfield Township High School (STHS) is active, social, and meaningful. Students participate in a wide variety of cognitively challenging tasks; get feedback from their instructors; and have the opportunity to explore real-world applications. In our rapidly changing world, students need to learn how to learn so that they can adapt to whatever their future may bring.

At STHS students can engage in different learning pathways in order to be successful.

- STHS offers a wide range of *courses throughout multiple departments* from Business to Mathematics to the Visual Arts.
- Our partnerships with local colleges and universities allow students the opportunity to broaden their education and get college credit *through Dual Enrollment*.
- Coursework through *the Eastern Center for Arts and Technology* gives students the opportunity to reinforce their career path after high school with one of 16 different amazing programs.
- *Virtual High School*, a collaboration of high schools around the world, offers students courses through an online platform.
- Community based learning comes in the form of *Internships and Work-Study* programs.

This Program of Studies includes a complete listing of all these different courses and pathways. Course descriptions provide an overview of each course and identify the amount of credit earned by successfully completing the course. Descriptions state expectations for those courses requiring previously mastered skills and content. Students are encouraged to discuss their thoughts and plans with their counselor, parents and/or guardians, and their teachers before going through the course selection process in the spring.

Profile of a Graduate



Students in Springfield Township need to have the skills and competencies, which allow them to navigate a rapidly changing world around them.

Academic content is embedded throughout the teaching and learning, however, for successful learning to have occurred the students will need to apply it in various situations to engage in purposeful collaboration and solve complex problems outside of the classroom.

These are future-ready skills and competencies SDST believes all learners can demonstrate:

Critical Thinking	Analyze, reflect and persist in creating solutions which support ideas
Effective Communication	Listen, articulate and contribute ideas which add value to collaborative learning
Creative Problem Solving	Create and innovate by risk-taking, making mistakes and valuing the ideas of others
Self-Motivated Learning	Demonstrate curiosity beyond curricular boundaries, creating personal challenges aligned to passions, skills and interests
Global Citizenship	Engage actively within communities, respectful of varied perspectives about how others view the world

High School 101

BLOCKS, BELLS

AND LUNCH &

LEARN

- STHS is on a Block schedule. Classes that might be offered for a full year at other schools are completed in one semester, or 90 days, here.
- STHS runs on a Day 1 and Day 2 rotation. This allows students to take more than four courses per semester. the following is an example of a potential schedule for a student:

First Semester		Second Semester	
A Block Day 1	Team Sports	A Block Day 1	US History II
A Block Day 2	Health	A Block Day 2	
B Block Day 1	Literature & Composition	B Block Day 1	German I
B Block Day 2		B Block Day 2	
C Block Day 1	Biology	C Block Day 1	Creative Writing
C Block Day 2		C Block Day 2	Band
D Block Day 1	Personal Finance	D Block Day 1	Geometry
D Block Day 2	Sociology	D Block Day 2	

- STHS is on a block schedule with classes being roughly 82 minutes in length. The following is the basic schedule for students:

Location	Time
Homeroom	7:45am - 7:55am
A Block	7:59am - 9:23am
B Block	9:26am - 10:50am
Lunch & Learn	10:50am - 11:50am
C Block	11:54am - 1:17pm
D Block	1:21pm - 2:45pm

- Lunch & Learn is a time in the middle of the day for students to eat lunch; receive help from teachers during posted office hours; work on assignments; and socialize.
- Students are assigned to a teacher's office hours if they are not earning a passing grade of at least a 65%.
- All incoming 9th graders are assigned to a teacher's office hours for the half of the first marking period so as to become oriented to expectations and programs at the high school.

Course Expectations and Rigor

It is the hope of the STHS administration that students experience challenging and engaging work at all levels of the curriculum: Academic, Honors, and Advanced Placement. At all levels, teachers at the high school are expected to assess the skills, knowledge, interests, and abilities of the students in the room and plan instruction accordingly. Students should consult with their teachers, counselors, and parents/guardians before choosing their courses for next year. Teachers will make recommendations to students and their families about appropriate course placement. Should you have questions, please consult the description of Course Expectations or feel free to contact the high school at 215-233-6030 if you have further questions.

Students and parents are encouraged to look over the course expectations and rigor as stated for each department in this guide booklet. The following are general guidelines for the differentiation of the rigor in courses:

Academic Level

Ac

The Academic curriculum provides the academic background needed to succeed in a degree program at a college, university, or technical school. The pace is designed to allow students the opportunity to solidify their skills and processes in that content area. Scaffolding and differentiation are utilized to meet each student's learning needs and to bolster their confidence and deepen their understanding of skills and processes. Along with the content skills, students' analytical skills are strengthened, positioning them for greater success in subsequent courses. **Students will dedicate time to the academic level coursework on most nights.**

Honors Level

H

Honors level courses require a solid conceptual understanding of the content coupled with a fluency of the processes. With a focus on analytical thinking, courses at the honors level require significant retention of previously learned skills and concepts which are then applied to higher level content. Students are expected to be motivated, self-starters. The honors course moves at a fast pace requiring students to work with purpose and precision. These courses are generally recommended for students who wish to progress to our AP course offerings. **Students who take an honors course are expected to dedicate significant time to their studies each night.**

Advanced Placement



Advanced Placement courses require a significant amount of time dedicated to the course outside of the classroom. Students are expected to have a strong content fluency and a willingness to analyze and solve complex problems. The high school offers a number of college level courses designated as "Advanced Placement" in this curriculum guide. These courses prepare students to take the Advanced Placement Examination which **CAN** result in the earning of college credits. These courses follow a syllabus approved by the College Entrance Examination Board, demand college-level work, and are often taught with an accelerated pace. Students are expected to demonstrate the ability to perform independently (research, study, etc.)

outside of class. Although students are not required to take the nationwide examination given at the end of each course, students are strongly encouraged to do so since the SDST pays for the exam. Taking the exam is highly recommended, and success on those examinations often leads to advanced standing in college. **Sufficient enrollment determines which AP courses are offered in a given year.** Additional Advanced Placement courses may be available through Virtual High School.

Advanced Placement (AP) Courses

DEPARTMENT	COURSES	DEPARTMENT	COURSES
ART	AP Studio Art (2D & 3D)	MUSIC & PERFORMING ARTS	AP Music Theory
COMPUTER SCIENCE	AP Computer Science A AP Computer Science Principles	SCIENCE	AP Biology AP Chemistry AP Environmental Science AP Physics C AP Physics II AP Physics E & M
ENGLISH	AP English Language & Composition AP English Literature & Composition	SOCIAL STUDIES	AP United States History AP Government & Politics AP Psychology
MATHEMATICS	AP Pre-Calculus AP Calculus AB AP Calculus BC AP Calculus AB/BC AP Statistics	WORLD LANGUAGE	AP French AP German AP Spanish

Dual Enrollment Credit

Today's schools must train students for tomorrow's jobs. This is a very difficult job in a world where a high school diploma used to be enough to land a career, but now a Bachelor's degree is a basic qualification for nearly every industry position. Taking college courses while still in high school is a proactive means for helping students earn college credits and work towards a college degree. Taking college courses while in high school offer a range of benefits including:

- accessibility to advanced curriculum for a wide range of students.
- developing a strong work ethic, forming time management skills, improving writing skills, advancing critical thinking, and studying at a more mature rate.
- a smoother transition between high school and the college of their choice. Students develop a college-level mentality sooner than their peers, which can help them handle heavy workloads and help with the adjustment to college during their freshman year.
- **FINANCIAL SAVINGS.** Taking college-level courses and earning college credit while still in high school may alleviate some of the financial pressure that accompanies attending college. With the price of college on the rise, taking college courses now, at a discounted rate, can result in some pretty substantial savings in the long run.
- an **ADVANTAGE** on college applications. Having college credits on a high school transcript may give students a competitive and educational advantage.

Dual Credit Offerings at STHS

CAREER TECHNOLOGY	Introduction to Computing for the Humanities Introduction to Information, Systems & Society
MATHEMATICS	Multivariable Calculus
PERFORMING ARTS	Digital Music Production
SCIENCE	AP Physics C
MONTGOMERY COMMUNITY COLLEGE	Check the MCCC website for details

How to Enroll in Dual Credit at STHS

- Students may take college courses for credit toward meeting graduation requirements, with pre-approval.
- A college course **may not** replace a required course.
- Students may not earn more than 8.00 credits toward class rank in an academic year (including summer). The combined total of regular classes and college classes may not exceed 8.00 credits.
- Students are responsible for all tuition, fees, and textbook costs for any college course (tuition relief may be available for students that qualify).
- Dual enrollment for Montgomery County Community College is available but please check [here](#) or www.mc3.edu, for cost per credit hour.
- Dual enrollment for the University of Pittsburgh is available through the College in High School program (\$75.00 per credit) so please check [here](#) for information.
- All dual enrollment college courses earn AP credit.

Transfer Credit/Acceptance of Dual Enrollment Credits

Here are some different Institutes of Higher Learning that will accept Dual Enrollment credit.

College/University	Accepts up to	Additional Information
Bucknell University	20 credits	● General Information
Drexel University	60 credits	● General Information
Penn State University	No apparent limit	● General Information
Temple University	15 Credits (Individual schools may differ)	● General Information (scroll down to dual enrollment) ● Credit acceptance by school ● Transfer Equivalency Tool
Villanova University	Up to 90 credits	● General Information

****Important Note: Not all Universities and Colleges will accept AP or Dual Enrollment credits. Please check with those institutions to see what is accepted.****

GRADING AND REPORTING

Grading Procedures

Report cards are issued four times per year in November, February, April, and June. Interim progress reports are distributed once each marking period; however, parents may check grades in real time by visiting Home Access Center online. Most courses last one semester and are graded according to the following scale:

A	=	90-100
B+	=	87-89
B	=	80-86
C+	=	77-79
C	=	70-76
D	=	65-69
F	=	below 65

Weighted Grades

A system of weighted grades for Honors and AP courses is in place according to the table below:

Grade	Academic	Honors	AP/Dual Enrollment
A	4.00	4.50	5.00
B+	3.50	4.00	4.50
B	3.00	3.50	4.00
C+	2.50	3.00	3.50
C	2.00	2.50	3.00
D	1.00	1.00	1.00

- Courses included in class rank are those taken during the school day and may include college courses.
- Eight is the maximum number of credits that can be applied to class rank each year.
- Courses, which meet prior to the school day, are not included in class rank.
- Study halls are not included in class rank, and too many study halls could harm class rank.
- Students who pass a course with a Pass/Fail option receive two quality points for a one credit course and one quality point for a half credit course for the purpose of calculating class rank.
- Carrying a maximum course load of eight credits increases the number of quality points earned and has a direct impact on class rank.

Grade Point Average (GPA)

The following are some important considerations about grade point average (GPA):

- GPA is weighted.
- Cumulative GPA is calculated by dividing the total numeric value of letter grades by the number of credits attempted.
- Band and Chorus which meet prior to the school day are NOT part of the GPA calculation.
- Pass/Fail courses are not used when calculating GPA.

Pass/Fail

Springfield Township High School has limited pass/fail offerings. Under very rare and specific circumstances, it may be necessary to grade a student according to a pass/fail scheme. Counselors will inform students in these circumstances of their options. Under the pass/fail system, students who pass receive credit for a course, but they gain no quality points toward their cumulative GPAs or class rankings.

Final Exams

At the end of each semester, the administration will establish a final exam schedule. Students in English, math, social studies, science, and world languages will take exams according to the schedule, and the final exam will constitute 20% of the final grade. The first and second marking periods of a course will each constitute 40% of a student's final grade. Some classes run for the entire year, and students may be required to take mid-term exams. For full year courses, with the exception of Advanced Placement, each marking period will constitute 20% of the final grade. The midterm will account for 8% of the first semester grade and the final exam will account for 12% of the second semester grade.

Final Exam Senior Exemption

Seniors (students currently in twelfth grade) who earn a letter grade of "A" for **each marking period** of a course will be eligible for exemption from the final exam in that course. Such students will receive a final grade of "A." Final exam exemption does not apply to final projects in courses.

Class Rank

The following are some important considerations about class rank:

- Class rank is weighted and will be calculated twice for the benefit of our students.
- The first calculation will occur at the conclusion of the student's junior year. This will assist students as they begin to plan for and apply to post-secondary options, including college and career, as well as the NCAA Clearinghouse for student-athletes. This will assist students as they apply for financial aid for post-secondary programs.
- The second calculation will occur at the conclusion of the senior academic year. This second calculation will ensure that awards and recognition take into account each student's entire academic profile prior to graduation.
- Class rank is determined using "quality points," which refers to the numeric value of a letter grade multiplied by the credit value of the course.
- Cumulative class rank is determined by adding all quality points earned each year beginning with the ninth grade.

Remediation/Summer School

Students in grades 9-12 who have failed a class with a final percentage between 51% and 65% are eligible to recover course credit in online summer school. Students may not recover credit in summer school if their final grade calculation is below 50%. Any student with a final grade below 50% must repeat the class in another semester. To remediate a failed one-credit course, a student must complete a pre-approved online program or tutoring program. School Counselors will communicate registration procedures to eligible students for summer school.



COLLEGE READINESS EXAMS AND APPLICATIONS

College Information

It is recommended that students follow the College Board testing timetable below. Each student should meet with their counselor and plan to take these tests in time to meet any deadlines set by the institutions to which they expect to apply.

PreACT/PSAT

All sophomores and juniors will take the PreACT/PSAT during the school day. Sophomores will take the PreACT and juniors will take the PSAT. No parent registration is required, and there is no registration fee. Students who score highly on the PSAT can qualify for National Merit Scholarships.

SAT/ACT

Whether they plan to attend college or not, students should plan to take the SAT/ACT in the second semester of their junior year. It is advisable for students to repeat the SAT/ACT in their senior year so that they have multiple opportunities to achieve the highest score possible. Several selective colleges require the SAT while still others do not. If students plan to apply to such schools, they should register to take them no later than December of their senior year. Students contemplating early decision applications may need to complete their subject tests by June following their junior year. The STHS school code for all college testing (SAT and ACT) is 393515.

College Applications

In order to process college applications in a timely manner, students must provide the following at least three (3) weeks prior to the application deadline:

1. Complete Records Release & Activities Sheet. This must be signed by a parent if under 18 (can be found on the school counseling website).
2. Complete the online application and submit it with the appropriate fee.
3. Add all colleges to Naviance® (college and career readiness software program)
4. Complete Transcript Request Form. You must complete one for each college that the student is applying to using the Google Form®.
5. Requesting teacher/counselor recommendations and adding these requests directly to Naviance®



The Global Scholars Program



The Global Scholars Program here at STHS affords students the opportunity to meaningfully select interdisciplinary studies and activities that will lead them to develop global awareness and better prepare themselves for personal and professional success in an increasingly global society. The Pennsylvania State Modern Language Association (PSMLA) recognizes that in order to prepare today's students for our interdependent world, K-12 global education is essential. Pursuing global competence promotes understanding of international issues, an appreciation of and ability to learn and work with people from diverse linguistic and cultural backgrounds, proficiency in world languages, and skills to function productively in an interdependent world community. This program provides a systematic way for students to consciously pursue and be recognized for an education that focuses on and honors global competency and awareness in an increasingly interconnected world. The program components are as follows:

- **Academic courses** - successful completion of the following with at least a B final average:
 - a. 4 years of the same world language
 - b. 4 additional credits toward graduation that are already part of the school's course of study and for which a primary component is global in nature, for example:
 - A second world language
 - World Literature
 - AP English Literature
 - African-American Studies
 - Global Studies
 - Other courses in the arts, theater, science, etc., if a primary focus is global

- **Extra-Curricular Activities** - active participation as confirmed by a sponsor in a variety of extra-curricular settings with a global focus (minimum of 4) such as:
 - a. World Language Club
 - b. World Language Honor Society
 - c. School-sponsored field trips or activities that explore global aspects (international restaurant, involvement in a play/musical production with an international focus, foreign film, foreign travel, etc.).
 - d. Other community activities that include a global component, as verified by the adult in the community in charge, and accepted by the school's criteria including mission trips abroad, foreign travel, etc.

- **Service Hours** - service with a global focus (20 hours or an average of 5 hours per high school year, as approved by the school's Global Scholars Advisor)
 - a. Tutoring in the target language
 - b. Volunteering to teach a world language to elementary or middle school students
 - c. Working with a middle school or elementary world language activity
 - d. Creating and implementing an original project (including a senior project) or volunteer activity approved by the Global Scholars advisor. An internship or job-shadowing that includes a global component and is approved by the Global Scholars advisor may satisfy up to 5 hours

- **Global Literature/Media Reviews** - student generated reviews of literature/media with a global focus (minimum of 8, at least 4 of which are books)
 - a. Approved and reviewed by a school's Global Scholar Advisor
 - b. Reviews should be in a consistent format and include specified components that are standards-based and reflect higher-level thinking skills

- **Upon completion of all components, the students would receive one or more of the following**
 - a. A certificate (from the school or PSMLA or, perhaps in the future, PDE)
 - b. Documentation in the "permanent record" or on the transcript
 - c. A Global Scholars cord to wear at graduation (blue and green to represent the globe...student may incur cost for this cord)

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) ELIGIBILITY REFERENCE GUIDE

For greater detail on preparing for NCAA eligibility, please visit [the NCAA publications website](#).

Core Courses – STHS works with the NCAA to constantly check that the courses that are offered will qualify for NCAA eligibility. Most of what STHS offers has been approved, but to ensure that the courses students take meet the NCAA’s requirements, please speak with a guidance counselor.

Division I Academic Standards	Division II Academic Standards
Complete a total of 16 core courses in the following areas:	Complete a total of 16 core courses in the following areas:
<ul style="list-style-type: none"> ● 4 years of English ● 3 years of math (Algebra 1 or higher) ● 2 years of natural/physical science (including one year of lab science if offered: Biology, Chemistry & Physics) ● 2 years of social science ● 1 additional year of English, math or natural/physical science ● 4 additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy 	<ul style="list-style-type: none"> ● 3 years of English ● 2 years of math (Algebra 1 or higher) ● 2 years of natural/physical science (including one year of lab science if offered: Biology, Chemistry & Physics) ● 2 years of social science ● 3 additional years of English, math or natural or physical science ● 4 additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy


GPA and SAT/ACT Testing - In addition to meeting the 16 Core Course requirements, Division I and Division II colleges and universities have GPA requirements and might have SAT/ACT test requirements. Please visit the website referenced above for the most current GPA vs Test Score sliding scale. Additionally, when registering to take the SAT or ACT, it is very important to enter the code 9999. This will link individual test scores directly to the Eligibility Center.



KEYSTONE EXAMS AND STATE GRADUATION REQUIREMENTS

Keystone Exams are Pennsylvania's end-of-course assessments designed to assess proficiency in the core subject areas of Algebra, Biology and Literature. These exams are based upon Keystone Anchor Standards, which are embedded within the specified courses. Keystone Exams will be given at the end of the following Springfield High School courses:

- Literature (Academic and Honors Literature & Composition, and AP English Language & Composition);
- Biology (Academic and Honors Biology);
- Algebra 1 (Academic Algebra I and Algebra I with Preparation).

Courses that lead to the Keystone Exams are marked in this guide with 

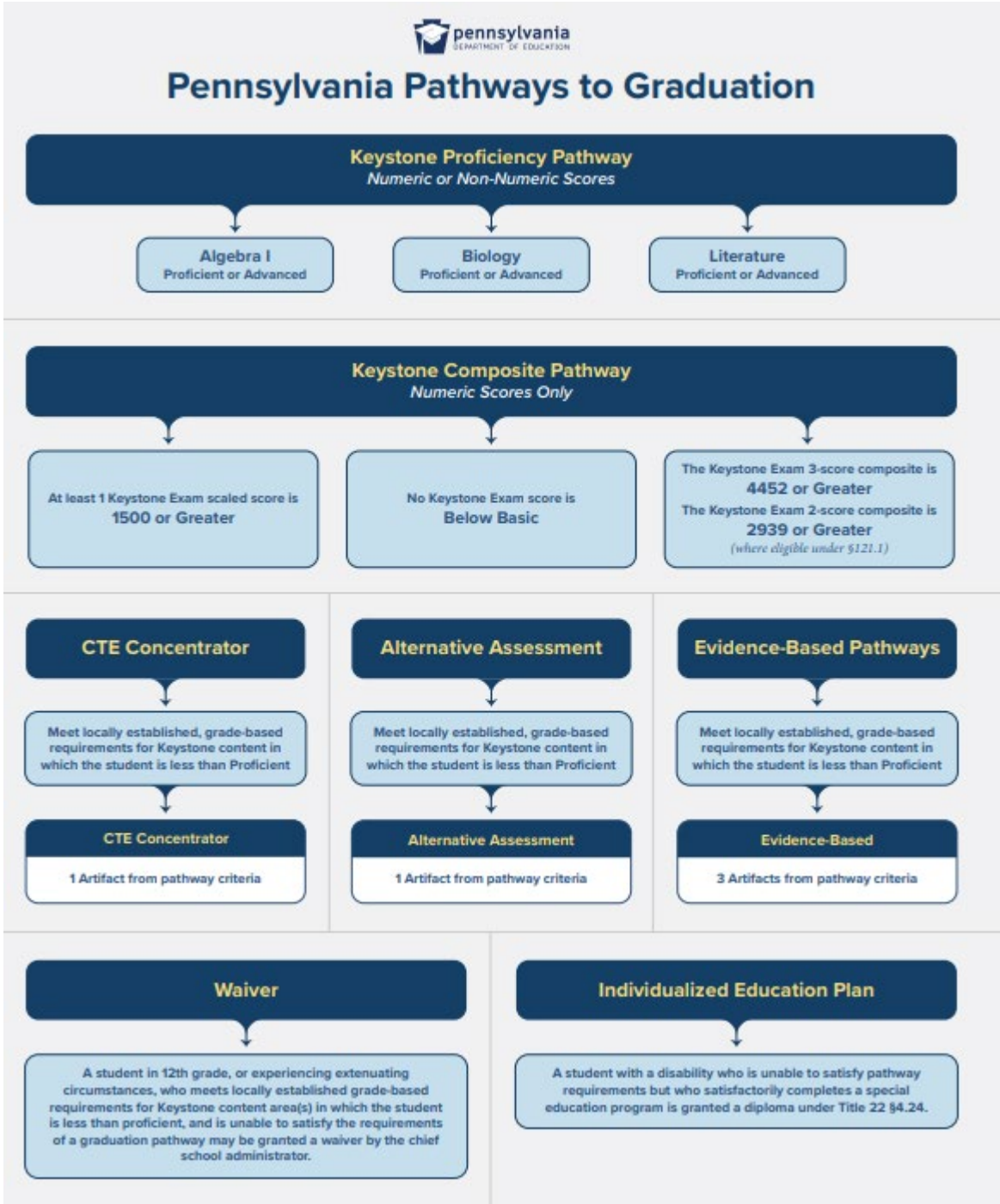
Federal accountability requirements of the Every Student Succeeds Act (ESSA) state that students must take the Keystone Exams at least one time prior to (or during) the spring of their 11th grade year. Each state is expected to achieve 95% participation on its statewide exams. Student performance on the Keystone is scored as Advanced, Proficient, Basic or Below Basic. This score will be placed on students' transcripts.

Senate Bill 1095 eliminates Pennsylvania's reliance on high stakes testing (passing the Keystone exams in Algebra I, Literature, and Biology) as the sole requirement for graduation and, instead, expands the options for students to demonstrate postsecondary readiness using four additional pathways that more fully illustrate college, career, and community readiness.

Students can meet the statewide graduation requirement by:

- Achieving a minimum scaled score of 1500 (proficient or advanced) on each Keystone Exam - Algebra I, Literature, and Biology.
- Earning a satisfactory composite score on the Algebra I, Literature, and Biology Keystone Exams (with one score being Proficient or Advanced and no score of Below Basic). The passing composite score is 4452. Students must still pass one Keystone exam with a score of at least 1500.
- Earning a passing grade on the courses associated with each Keystone Exam, and satisfactorily completing one of the following:
 - An alternative assessment (SAT - score of at least 1010, PSAT - score of at least 970, ACT - composite score of 21, ASVAB - composite score of 31, ACT WorkKeys - Gold Level).
 - Advanced coursework (AP - attain a score of a 3 or higher in each course that the student achieved less than Proficient on the Keystones, IB - attain a score of a 4 or higher on each course that the student achieved less than Proficient in the Keystones).
 - A passing grade in one approved pre-apprenticeship program.
 - Concurrent enrollment in collegiate Dual Enrollment courses in each course that the student achieved less than Proficient on the Keystones.
 - Acceptance to a 4-year nonprofit institution of higher education for college-level coursework.
 - Acceptance to another than 4-year institution of higher learning for college-level coursework.

- Earning a passing grade on the courses associated with each Keystone Exam, and passing the National Occupational Competency Testing Institute (NOCTI) or the National Institute of Metalworking Skills (NIMS) assessment in an approved Career and Technical Education concentration.
- Earning a passing grade on the courses associated with each Keystone Exam, and demonstrating a readiness for postsecondary engagement through three pieces of evidence from the student’s career portfolio aligned to student goals and career plans. Examples of evidence will include ACT WorkKeys, AP, IB and concurrent coursework, higher education acceptance, community learning project, completion of an internship, externship or co-op or full-time employment (more information can be found [here](#)).



Pathway Criteria

CTE Concentrator	Alternative Assessment	Evidence-Based
<p style="text-align: center;">1 Artifact</p>	<p style="text-align: center;">1 Artifact</p>	<p style="text-align: center;">3 Artifacts consistent w/student goals ONE or more from Section One No more than TWO from Section Two</p>
<p>Industry-based competency certification</p> <hr/> <p>Likelihood of industry-based competency assessment success</p> <hr/> <p>Readiness for continued engagement in CTE Concentrator program of study</p>	<p>Attainment of one alternative assessment score or better: ACT (21), ASVAB AFQT (31), PSAT/NMSQT (970), or SAT (1010)</p> <hr/> <p>Attainment of Gold Level or better on ACT WorkKeys</p> <hr/> <p>Attainment of 3 or better on AP Exam(s) related to each Keystone content area in which less than Proficient</p> <hr/> <p>Attainment of 4 or better on IB Exam(s) related to each Keystone content area in which less than Proficient</p> <hr/> <p>Successful completion of concurrent enrollment course(s) related to each Keystone content area in which less than Proficient</p> <hr/> <p>Successful completion of a pre-apprenticeship program</p> <hr/> <p>Acceptance into accredited, non-profit institution of Higher Education (IHE) 4yr program for college-level coursework</p>	<p style="text-align: center;">Section 1</p> <hr/> <p>Attainment of 630 or better on any SAT Subject Test</p> <hr/> <p>Attainment of Silver Level or better on ACT WorkKeys</p> <hr/> <p>Attainment of 3 or better on any AP Exam</p> <hr/> <p>Attainment of 3 or better on any IB Exam</p> <hr/> <p>Successful completion of any concurrent enrollment or postsecondary course</p> <hr/> <p>Industry-recognized credentialization</p> <hr/> <p>Acceptance into accredited, non-profit Institution of Higher Education (IHE) for college-level coursework in an other-than-4yr program</p> <hr/> <p style="text-align: center;">Section 2</p> <hr/> <p>Attainment of Proficient or Advanced on any Keystone Exam</p> <hr/> <p>Successful completion of a service-learning project</p> <hr/> <p>Letter guaranteeing full-time employment or military enlistment</p> <hr/> <p>Completion of an internship, externship, or cooperative education program</p> <hr/> <p>Compliance with NCAA Division II academic requirements</p>

USING THIS PROGRAM OF STUDIES

Students in grades 8 through 11 should use this Program of Studies to outline or revise their four-year plan in accordance with graduation requirements and to select courses for the 2024-2025 school year that fit this plan.

Students should:

1. Review the Program of Studies, paying special attention to “Course Sequence” located before each department’s course offerings.
 2. Consult with guardians, teachers, and a counselor to select courses.
 3. Complete a worksheet with their counselor, being sure to select at least 7 credits. Incoming freshman and sophomores are required to select 8 credits to ensure that they get the crucial 7 needed each year.
 4. Follow the process outlined by the high school administration for online course requests.
 5. Review the School District of Springfield Township Profile of a Graduate before finalizing selections. A Profile of a Graduate is a visual representation of the essential skills and habits of mind that define learning experiences here at Springfield Township High School. It is an aspirational, memorable, and public commitment to redefining student success in terms of those skills and habits of mind rather than accept only grades, tests or accumulated credits as evidence of learning.
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COURSE SELECTION AND SCHEDULING CONSIDERATIONS

- It is useful for students to plan the courses they will take throughout their high school careers.
- Students who are considering the courses offered at the Eastern Center for Arts & Technology should discuss this decision with their counselors and their parents/guardians starting in the beginning of their 10th grade year and they should plan on visiting the campus during an Open House session.
- While all courses may count towards college admission requirements, course expectations designate the degree of difficulty and complexity of skills, methods, and requirements of the course. Students are recommended and scheduled into courses primarily based on the recommendations of the professional staff, the student's individual needs and wishes, and guardian input. Instrumental factors (previous courses, academic achievement, demonstrated work ethic, personal and career interests) are also taken into account when scheduling students for courses. Questions/concerns regarding levels should be directed to the teacher or counselor.
- Major subject teachers have a discussion with their students to facilitate the recommendation process. After teachers make recommendations, students request courses in order of priority by following the online course registration procedure. These sources of information are combined to develop a schedule tailored to a student's interests and academic needs.
- Because the schedule is built anew each year, some courses are offered multiple times, others are offered only once, and still others are not offered at all in a given school year. These decisions are made based upon student interest and teacher availability. Consequently, students enrolled in a course offered on a limited basis might experience less flexibility in scheduling.
- Teachers' assignments and the time of day that courses are offered often change from year to year. Students should make their decisions about courses based upon graduation requirements and their own interests rather than on which teachers have traditionally taught a course or when, during the day, the course has been offered.
- Springfield Township High School (STHS) makes every effort to accommodate students' course requests; however, certain combinations of courses sometimes do not work for an individual student. In such circumstances, counselors will base programming decisions on the priorities that students have indicated with regard to electives. Counselors will work with students and their families to create the best possible educational program for each student.
- Rarely, it is necessary to change a student's schedule after classes have begun. When such changes must occur, students should contact their school counselors. These changes require administrative approval.
 - Grades will transfer if the student withdraws to a different section of the same course.
 - A withdrawal pass (WP) or withdrawal fail (WF) will be placed on the report card if the transfer to a study hall or different course takes place after the marking period. A WP/WF stays on the transcript until the exact same course (level included) is taken again.
 - Students will be responsible for the essential learning (within reason) missed during the weeks prior to the transfer to a new course.

MINIMUM GRADUATION REQUIREMENTS
28.00 CREDITS

<u>CURRICULUM AREA</u>	<u>STHS CREDIT</u>	<u>COMPETITIVE COLLEGES</u>
LANGUAGE ARTS	5.00	4.00
SOCIAL STUDIES	4.00	3.00
MATHEMATICS (3 SEPARATE COURSES*)	3.00 (*SOME MATH CLASSES OFFERED AT STHS ARE YEAR-LONG COURSES FOR WHICH STUDENTS EARN TWO CREDITS. REGARDLESS OF CREDIT VALUE, STUDENTS MUST COMPLETE THREE DIFFERENT MATH COURSES.)	3.00 - 4.00 (ALGEBRA I & ALGEBRA II, AND GEOMETRY: TRIGONOMETRY AND/OR STATISTICS AND/OR CALCULUS RECOMMENDED. CALCULUS ENHANCES THE TRANSCRIPT.)
SCIENCE	3.00	3.00 (INCLUDING BIOLOGY, PHYSICS & CHEMISTRY)
ARTS AND HUMANITIES	2.00	1.00
PHYSICAL EDUCATION (3 COURSES REQUIRED)	1.50	
HEALTH	0.50	
SENIOR EXPERIENCE	0.50	
CAREER TECHNOLOGY (COMPUTER SCIENCE OR BUSINESS TECHNOLOGY)	0.50	
WORLD LANGUAGES**	WORLD LANGUAGES FALL UNDER THE CATEGORY OF "ELECTIVES" AT STHS.	** MOST COMPETITIVE COLLEGES AND UNIVERSITIES REQUIRE TWO (2) TO THREE (3) YEARS OF THE SAME WORLD LANGUAGE WHILE IN HIGH SCHOOL.
ELECTIVES	8.00	
MINIMUM GRADUATION REQUIREMENTS	28.00	

PLANNING

Certain courses are necessary for entrance to colleges/universities; however, requirements for individual institutions and programs within institutions vary. For example, science, medicine, and technical programs usually require **more** than three years of mathematics and science. Students should check with the colleges/universities they are considering and discuss plans with their guardians and high school counselors.

The following illustrates a potential pathway to prepare students for a future career in **engineering**:

Ex: Engineering Pathway	9th	10th	11th	12th
English	English I	English II	English III	English IV
Math	Algebra I	Geometry	Double Up Algebra II and Trig/Pre-Calculus	AP Calculus
Science	Environmental Sci	Double Up Biology and Chemistry	Physics	AP Physics II or AP Physics C
Social Studies	Civics	US History I	US History II	Global + 1 elective
World Language	French I; German I; or Spanish I	French II; German II; or Spanish II		
Essential Electives	PE 9; Programming	Health; AP Comp. Sci A	2 PE courses; Robotics	Sr. Experience

The following illustrates a potential pathway to prepare students for a future career in **networking and cyber security**:

Ex: Networking/Cyber Security	9th	10th	11th	12th
English	English I	English II	English III	English IV
Math	Algebra I	Geometry	Algebra II	
Science	Environmental Sci	Biology	Physical Science	
Social Studies	Civics	US History I	US History II	Global + 1 elective
World Language	French I; German I; or Spanish I	French I; German I; or Spanish I		
Essential Electives	PE 9; Programming	Health; AP Comp. Sci A; 2 PE courses	Eastern Center for half day	Eastern Center for half day

The following illustrates a potential pathway to prepare students for a future career in **law**:

Ex: Law Pathway	9th	10th	11th	12th
English	English I	AP Lang. & Comp	English III	AP Lit. & Comp.
Math	Algebra I	Geometry	Algebra II	Statistics
Science	Environmental Sci	Biology	Chemistry	Physics
Social Studies	Civics	US History I	AP US History	AP Gov; Street Law
World Language	French I; German I; Spanish I	French II; German II; Spanish II	French III; German III; Spanish III	French IV; German IV; Spanish IV
Essential Electives	PE 9; Intro to Business	Health; Marketing Principles	2 PE courses; Public Speaking	Sr. Experience

The following illustrates a potential pathway to prepare students for a future career in **cosmetology**:

Ex: Cosmetology	9th	10th	11th	12th
English	English I	English II	English III	English IV
Math	Algebra I	Geometry	Algebra II	
Science	Environmental Sci	Biology	Chemistry	
Social Studies	Civics	US History I	US History II	Global + 1 elective
World Language	French I; German I; Spanish I	French II; German II; Spanish II		
Essential Electives	PE 9; Intro to Business	Health; 2 PE Electives	Eastern Center for half day	Eastern Center for half day

FOUR YEAR COURSE SELECTION PLAN WORKSHEET

Students, use this worksheet to plan your program for the four years of high school. Use the space provided to list the courses, levels, and credits you want or need. In completing your worksheet, you should consider your future career and educational plans as well as the graduation requirements of STHS. Be sure to discuss your four-year plan with your parents and/or guardians, and if you have questions or need assistance, see your counselor. Graduation requirements by curriculum area are listed in parentheses. **You MUST complete 28.00 credits to graduate, and you MUST schedule at least 7.0 credits each year, except for freshmen, who must schedule 8.00 credits for their first year. Sophomores are encouraged to register for 8.00 credits as well.**

GRADE	9	10	11	12
YEAR	20__ 20__	20__ 20__	20__ 20__	20__ 20__
Language Arts (5.00 credits) (Must be taken each year)				
Mathematics (3.00 credits)				
Science (3.00 credits)				
Social Studies (4.00 credits) (Must be taken each year)				
Performing & Visual Arts (2.00 credits)				
Physical Education (1.50 credits)				
Health (0.50 credit)				
Senior Experience (0.50 credit)				
Career Technology (Computer Science/Business Technology) (0.50 credit)				
Electives (8.00 credits) (Including World Language & Virtual HS)				
Total Credits/Year				

Counseling & Support

Vision Statement

The School Counseling Department of Springfield Township High School strives to foster a safe, supportive, and inclusive learning environment for all students, families, and staff, and to empower our students to reach their fullest potential as responsible, compassionate, and successful citizens. We are committed to providing comprehensive, equitable, and culturally responsive academic, career, and social/emotional support to all students. Our goal is to provide students with the knowledge, skills, and resources to make informed and responsible decisions about their academic, personal, and professional lives while promoting a culture of respect, collaboration, and integrity.

STHS counselors work directly with students from the beginning of their freshman year through graduation (they divide up the students by alphabet). The goal is to provide every student with comprehensive guidance and counseling that reflects their individual needs while supporting students to achieve their academic and personal goals. Throughout the year, counselors meet with students individually, in small groups and in the classroom to help with:

- Academic advising including course selection, scheduling, and academic support
- Social and emotional counseling including peer relationships, stress management, conflict resolution and crisis intervention
- Career exploration
- Post-secondary planning and the college application process

Multi-Tiered Systems of Support

At each school, student progress is monitored closely through academic records including classroom based assignments and assessments as well as benchmark assessments. MTSS or Multi-Tiered Systems of Support integrates assessment and intervention through a systematic, continuous-improvement framework in which databased problem solving and decision-making is practiced across all levels of the educational system in order to support students. MTSS is used to identify students who would benefit from differentiated instruction or support and to ensure that the school

FACULTY

Elizabeth Barbone
9th A - F; 10th A - F; 11th A - Ga; 12th A - G

Beth McDonnell
9th G - Mi; 10th G - Mi; 11th Ge - Mi; 12th H - Oi

Bill Shearer
9th Mo - Z; 10th Mo - Z; 11th Mo - Z; 12th P - Z

Tara Kane,
Guidance Secretary

Lauren Foster, Social Worker

Dr. Kelly Myhasuk, School Psychologist

is working to improve or sustain their educational outcomes through dedicated time during the day to provide students with instruction based on their individual needs.

English Language Development

The School District of Springfield Township's English Language Development (ELD) Program supports students who speak languages other than English. Entry into the program is determined by a standardized assessment given to students when they enter the district. The ultimate goal is to provide multilingual learners with opportunities to develop listening, speaking, reading, and writing skills equal to native speakers of English in order to facilitate their entry into the social aspects of the school community so that they can be successful in school and life.

Special Education

In compliance with state and federal law, the School District of Springfield Township conducts ongoing identification activities as a part of its school program for the purpose of identifying students who may be in need of special education and related services. If you believe that your school-age child may be in need of special education services and related programs, screening and evaluation processes designed to assess the needs of the child and his/her eligibility are available to you at no cost, upon written request. You may request screening and evaluation at any time. Families can find the [Annual Public Notice](#) on our district website under Special Education & Student Services. Requests for Multidisciplinary Evaluation and screening are to be made in writing to the Director of Student Services, 1901 East Paper Mill Road, Oreland, PA 19075. Students who are not determined to be eligible for special education, but who are in need of modifications due to a disability, which substantially limits life activities and adversely affects educational performance, may be entitled to protection under a 504 Service Agreement. Families can review this process with their child's school counselor.

Gifted Education

Students who demonstrate strong performance in the district criteria may be evaluated to determine if they are eligible for and in need of gifted support services. More information regarding the criteria for gifted education screening and evaluation can be found on our district website under Special Education & Student Services. Students in need of Gifted Support Services are provided with enriched and/or accelerated curricula. Instruction in the core content areas is differentiated by pace, level of instruction, and depth of content. The curriculum is aligned with state and Common Core standards and designed to challenge high ability students to reach their full academic potential. In each of our schools, our Gifted Support Services model adjusts with the developmental level of the student and individual student strength-based opportunities are developed through the GIEP team meeting.



COURSE DESCRIPTIONS

SYMBOLS USED IN THIS SECTION



ADVANCED PLACEMENT

Courses marked with this symbol are designated as AP courses and prepare students to take the AP Examination in May. Over 90% of colleges and universities recognize satisfactory performance on the AP Examination with either advanced standing or college credit.



CHANGE TO CURRENT COURSE

Courses and programs marked with this symbol have gone through some change for the upcoming school year (i.e., change of credit, change of prerequisite, etc.)



NEW COURSES

Courses/programs marked with this symbol are NEW to the Curriculum Guide for the 2024-25 school year!



KEYSTONE COURSE

Courses marked with this symbol are Keystone eligible courses and culminate with the Pennsylvania Keystone Exam. Participation in the Algebra, Biology, and Literature exams is a graduation requirement.



MCCC DUAL ENROLLMENT

Courses marked with this symbol are approved for dual enrollment by Montgomery County Community College. For a fee, students may earn college credit for the successful completion of this course. MCCC Dual Enrollment offerings are always subject to the availability of a qualified instructor. Unless otherwise stated, students receive AP Credit for these courses.



UNIVERSITY OF PITTSBURGH DUAL ENROLLMENT

The University of Pittsburgh (UPitt) approves courses marked with this symbol for dual enrollment. For a fee, students may earn college credit for the successful completion of this course. UPitt Dual Enrollment offerings are always subject to the availability of a qualified instructor. Unless otherwise stated, students receive AP Credit for these courses.

Educational Support

FACULTY

Kristen Sharer,
Department Coordinator

Tonya Bailey

Erin Barrett

Sarah Borgmann

Kelly Creighton

Elaine Kelly

Megan Maguire

Bridget McDade

Allie Proto

Leonard Thompson

Audrey Walsh

Tami Spoll, ELD
Teacher

Kristin Ward, Academic
Seminar Teacher

Vision

The Special Education department at Springfield Township High School recognizes that every student has unique individual needs. We strive to develop educational programs that meet the academic, physical, social, behavioral, and emotional needs of every student so that each student has an equal opportunity to succeed and become a contributing member of society. We believe that an inclusive and supportive learning environment where all students, regardless of ability, are challenged to reach their full potential is essential.

We strive to empower all students to become self-motivated learners, critical thinkers, effective communicators, and creative problem-solvers by providing differentiated instruction, supports, and services that meet their unique needs and goals. We work collaboratively with families, teachers, and the community to ensure that each student has the tools and resources necessary to succeed as global citizens. Together, we promote a culture of respect, understanding, and acceptance for all.

Instructional Support (#1111) (.5 credit)

Instructional Support is a structured setting that provides individualized, cooperative peer-group, and/or small group instruction to reinforce the learning of skills and concepts taught in regular education courses. Students develop executive functioning skills including organization, time management, task initiation, planning & prioritization, study skills, and test taking skills. The course monitors assignment and work completion to support success in mainstream courses. **Enrollment in the course is contingent upon the decision of the IEP team.**

Academic Seminar (#1115) (.5 credit)

The purpose of Academic Seminar is to provide extra support to students so that they are able to achieve the highest level of academic success. During the course, students receive support while completing assignments and projects for core academic subjects. While working on assignments, students work with instructors and peer tutors to review organizational techniques, communication skills, and basic tools needed to succeed in the classroom. Students also develop and improve writing and research skills. **Course enrollment based on the recommendation of counselors, administrators, and the MTSS committee.**

Peer Tutoring (Grades 11-12) (#1117)

(.5 credit)

Peer Tutors work one-on-one with fellow students to provide academic support. Tutors help peers with test/quiz preparation, homework completion, and organizational skills. **Prerequisite: Entrance to the class determined by the Peer Tutor Coordinator.**

Transition Readiness (Grades 9 & 10) (#1133)

(1 credit)

This is a semester-long course dedicated to meeting the individual needs of students through differentiated instruction in transition readiness skills. Students will apply and generalize transition readiness skills learned in middle school, receive instruction on how to navigate their high school experience, and continue to increase their executive functioning skills. Students will participate in career exploration to gain exposure to career clusters of interest and participate in work-based learning experiences within the school district. Students will develop an on-going digital portfolio to document their career exploration and capture their experiences. **Placement in this course is contingent upon recommendation by the IEP team.**

Transition Readiness (Grades 11 & 12) (#1134)

(1 credit)

This is a semester-long course dedicated to meeting the individual needs of students through differentiated instruction in transition readiness skills. Students will develop self-determination and self-advocacy skills aligned to post-secondary education/training, employment, and independent living skills. Through informal and formal assessments, students will be supported to identify interests and skills to establish short and long-term goals. Students will have the opportunity to participate in work-based learning experiences in-district and in the local community as determined by soft skill/hard skill development. **Placement in this course is contingent upon recommendation by the IEP team.**

Independent Living/Daily Living (#1421)

(1 credit)

This is a semester-long course dedicated to meeting the individual needs of students through differentiated instruction in independent living skills. Students will learn the essentials for living on their own which includes career choices, time management, money management, apartment/dorm life, major purchases, decision making, selection of insurance, care of clothing, purchasing a car, meal management, guest speakers from the community are actively involved in discussing the above topics. The course will support students' transition to adult life as determined by the IEP. **Placement in this course is contingent upon recommendation by the IEP team.**

Transition Pathways, 18-21 Post-Secondary Program

Transition Pathways is designed to provide post-secondary students (18-21) with soft skills instruction, vocational training, assessments, and experiences to develop skills that are necessary for assimilation to adult life. All work-based learning opportunities will be based on realistic work outcomes related to students' post-secondary transition planning. Students will also develop skills related to their independent living skills transition goals within the program. The specific components of each student's program will vary with age, strengths and needs. **Placement in this program is contingent upon recommendation by the IEP team.**

ELD Academic Support (Grades 9-12) (#1233)

 Change

(1 credit)

This course helps students build and strengthen English language skills so that they are better able to achieve success in the course of study. Students receive support while completing assignments, researching projects, and mastering content in core subjects.

Academic Concepts (Grades 9-12) (#1279)

 Change

(1 credit)

This course introduces Newcomer students identified as SLIFE, Students with Limited or Interrupted Formal Education, to the strategies and skills necessary for academic success. The course will focus on growth and development in foundational skills with an emphasis on math and survival English language.

Introduction to Language and Culture (Grades 9-12) (#1283)

 Change

(1 credit)

This course serves students who are entering school in the United States for the first time. The focus of the course is to build students' English vocabulary while supporting their acclimation to life in the United States.

Beginning Language Exploration (Grades 9-12) (#1284)



(1 credit)

The course will emphasize oral language development and introduce content vocabulary and the language skills necessary to be successful in all subject areas by concentrating on the four language domains: listening, reading, speaking and writing, according to the PA Standards for English Language Development and WIDA Standards. This course supports students with an English Proficiency Level (ELP) of Entering (Level 1) or Emerging (Level 2) as determined by the WIDA Screener or WIDA ACCESS assessment. Students will receive English Language Arts credit for this course, as literature is the basis for development and analysis in the four language domains.

Intermediate Language Exploration (Grades 9-12) (#1286)



(1 credit)

The focus of this class is to develop listening, speaking, reading and writing in both social and academic areas with expanded expression in written and oral tasks. Reading and writing strategies and scaffolds promote the development of academic literacy and language skills in the four language domains according to the PA Standards for English Language Development and WIDA Standards. This course supports students with an English Proficiency Level (ELP) of high-Emerging (Level 2) or Developing (Level 3) as determined by the WIDA Screener or WIDA ACCESS assessment.

Advanced Language Exploration (Grades 9-12) (#1287)



(1 credit)

This course will stress the refinement of communication skills for non-native speakers of English. Students will also develop their language skills as they relate to the other courses, which they are studying. Skills targeted and expanded in this course are grounded in the four language domains: listening, reading, speaking and writing according to the PA Standards for English Language Development and WIDA Standards. This course supports students with an English Proficiency Level (ELP) of Developing (Level 3) or Reaching (Level 4) as determined by the WIDA Screener or WIDA ACCESS assessment.



Career Technology

VISION

The Career Technology Department at Springfield Township High School is dedicated to providing students with the skills, knowledge and perspectives to become successful, ethical and informed members of a rapidly evolving technological and global community. Our curriculum provides a strong foundation in financial literacy, entrepreneurship, and technology, and offers real-world experiences to help students connect their learning to the workforce.

Our program is designed to foster creativity, critical thinking and problem solving skills, and to prepare students for the challenges and opportunities of the 21st century global economy. Through hands-on learning and collaboration, our students will develop the confidence, competence and flexibility needed to adapt to new and changing technologies and business models, and to become innovative leaders in their communities and the world.

FACULTY

Del Levin

Kate Whittaker

The School District of Springfield Township requires all students to earn at least 0.5 credit in Business or Computer Science for graduation. Students can meet this requirement in grades 9 through 12. It is recommended that students make a plan for when this graduation requirement will be completed.

BUSINESS

Introduction to Business (Grades 9-12) (#1057)

(.5 credit)

Introduction to Business is a .5 credit, project-based course which offers students the opportunity to explore the role of business and marketing in economies while learning core communication skills for the workplace. Through the use of project-based assignments and experiences as well as authentic exploratory assignments, students are exposed to various aspects of business including accounting, communication, economics, finance, management, and marketing. Part of this course is developing a business and presenting it to a panel. **Meets graduation requirements.**

Personal Finance (Grades 9-12) (#1083)

(.5 credit)

Financial Literacy (Personal Finance) is designed to reinforce the sensible money management habits learned at home while introducing sound basic personal finance skills that are relevant to the lives of young adults. Students build confidence and apply practical skills to topics such as paycheck earnings and taxes, money management through budgeting, loans and credit cards, financial services, insurance, the stock market, and investments. **Meets graduation requirements.**

Marketing Principles (Grades 10-12) (#1084)

(.5 credit)

Marketing Principles builds upon the skills and knowledge acquired in Introduction to Business with a focus on both traditional and 21st Century marketing concepts. Topics include consumer behavior, the marketing mix, e-commerce and its impact on marketing, advertising, and communication. This course focuses heavily on hands-on assignments and projects, the incorporation of technology, and real-world applications. As part of this course, students create a marketing plan. **Students may choose this option after they have successfully completed Introduction to Business.**

Entrepreneurship (Grades 10-12) (#1085)

(.5credit)

As the capstone business course, Entrepreneurship allows students to evaluate their potential as an employer, small business owner, or entrepreneur and builds on the skills and knowledge gained in both Finance Principles and Marketing Principles. Topics include current business trends and applicable strategies, forms of ownership, and human relations. This course focuses heavily on the integration of financial and marketing concepts. As part of this course, students prepare a business plan and carry out certain aspects of that plan, developing a business and going through the structural process of keeping a business open and successful. **Students may choose this option after having successfully completed Introduction to Business.**

COMPUTER SCIENCE

Programming 1 (Grades 9-12) (#1120)

 Change

(.5 credit starting in 2024)

Programming I builds off of the middle school computer science curriculum and provides students with an introduction to programming logic with block based coding. Students will learn basic programming concepts like conditionals, iteration, and input/output. There is an emphasis on problem solving strategies using computational thinking. This project-based class involves writing games. **Meets graduation requirements.**

Robotics (Grades 10-12) (#1101)

(1 credit)

Robotics focuses on introducing and exploring engineering and computer science with robots. The physics of simple machines, motion, and energy are discussed within this framework as they surface in this project-based class. As students design and build their robots, they will document the process, including how the math of engineering is applied. Students learn how to program their robots for performing real-world tasks in industrial automation, including simple artificial intelligence. This inquiry-based course involves the use of tools including tin snips and hacksaws. **Meets graduation requirements.**

AP Computer Science A (Grades 10-12) (#1095)

 AP

(1 credit)

In Advanced Placement Computer Science A, students use Java to learn an object-oriented programming methodology. It reinforces the good programming practices, and concepts learned in other computer science classes. Students will cover a variety of topics including data structures and algorithms. This course runs all year every other day. **Students should have taken Programming, AP Computer Science Principles or Introduction to Computing for the Humanities first. Meets graduation requirements. Offered alternatively with AP Computer Science Principles and offered during the 2024-2025 school year.**

AP Computer Science Principles (Grades 9-12) (#1089)

 AP

(1 credit)

AP Computer Science Principles is a broad, interdisciplinary approach to computer science. This course introduces students to the central ideas of computing and computer science, instills ideas and practices of computational thinking, and engages students in activities that show how computing and computer science change the world. This course is rigorous and rich in computational content, includes computational and critical thinking skills, and engages students in the creative aspects of the field. Students work in teams to analyze the effects of computation, create programs for mobile devices, use models, analyze processes, and communicate results. This class meets every other day all year. **Students planning to take AP Computer Science Principles should have completed Algebra II or be taking it concurrently. Students who choose this option should be proficient with mathematical functions and graphs. Meets graduation requirement. Offered alternatively with AP Computer Science A and offered during the 2025-2026 school year.**

Game Development--Honors (Grades 10-12) (#1102)

 Change

(.5 credit)

This course provides experiences for students to program a simulation or game application. This course emphasizes software engineering: requirements, design teams, testing and maintenance, documentation, and software design tools. Students who choose this option should be able to read and write JavaScript, Python, Java or another functional programming language. **Offered alternatively with Game Design and offered during the 2025-2026 school year. Meets graduation requirements.**

Game Design--Honors (Grades 10-12) (#1093)



(.5 credit)

Game Design introduces the fundamental techniques, concepts, and vocabulary of game and simulation development. Students explore the historical, social, and cultural effects of games while applying modern game design and development methodologies and principles to create their own games. Students develop a professional game design document that they can take to the next course in the sequence. **Students may choose this option after having successfully completed an introductory computer science course. Offered alternatively with Game Development and offered during the 2024-2025 school year. Meets graduation requirements.**

Introduction to Computing for the Humanities (Grades 9-12) (#1063)



(1 credit)

This course uses the programming language Python to introduce students to the concepts of computing and computer programming. Students in this course learn how a computer works and how to write programs to use the computer as a problem-solving tool. A major focus of the class is developing problem-solving skills. This course is offered for students who wish to utilize computing to study phenomena within the humanities and allied social sciences while learning how to program. Successful completion of this course allows students to begin customizing their education through selection of additional electives as early as the sophomore year. **Meets graduation requirements.**

Introduction to Information, Systems, and Society (Grades 9-12) (#1064)



(.5 credit)

This course will introduce both information theory and the design and structure of information systems. Students learn how computers and networks work at a fundamental level. Students will explore how social networks, collection of information (databases), and programming languages work. The course will spend particular attention on security and privacy issues. The course will provide students with basic skills such as building web pages, programming using simple JavaScript on web pages, design and use of simple databases, and manipulation of digital media. The course does not require previous programming experience. **Meets graduation requirements.**

Language Arts

Vision

The Language Arts Department wants all students to develop as critical and creative thinkers, eager to engage as active citizens. Through exploring a dynamic curriculum that provides students choices and agency, students discover an enthusiasm for reading and understanding of the power of language, as they grow into engaged, empathetic, and curious learners.

By connecting with the stories they read, students gain an understanding of themselves and the value of diverse points of view. As they become more sophisticated readers, writers, speakers, and listeners, they are empowered to create, connect, and communicate in their local and global communities.

FACULTY

Jennifer McCaslin,
Department Coordinator

Kayla Christman

Eric Gershman

Katie Hogg

Elaine Kelly

Lauren Lesmeister

Megan Maguire

Bridget McDade

Dan Meder

Marlene Thornton

Kara Travis

Kristin Ward

George Woehlcke

Course offerings per grade		
Year	Course	Electives (students become increasingly eligible for more elective opportunities as they progress through the high school)
9th Grade	English I (Full Year)	TV Production
10th Grade	English II or AP Language & Composition	Journalism; Creative Writing; Public Speaking; TV Production; Digital Video Production
11th Grade	English III	Journalism; Creative Writing; Public Speaking; TV Production; Digital Video Production; Digital Storytelling; Storytelling through Film
12th Grade	English IV or AP Literature & Composition	Journalism; Creative Writing; Public Speaking; TV Production; Digital Video Production; Digital Storytelling; Storytelling through Film; Script to Screen

English I (Grade 9): Academic (#1241); Honors (#1242)
(2 credits)

English I engages students in classic and contemporary works across genres, including short stories, graphic novels, poetry, drama, fiction, and nonfiction, inspiring and preparing students for close critical reading and analytical writing through targeted discussions and collaborative activities. This course challenges the reader to appreciate authors' choices, developing an awareness of how words produce effects and how the conventions of the English language are used for both precision and style. The course provides a solid foundation in descriptive and expository writing and literary theme exploration. Students will apply research strategies to tap into authentic curiosity. Courses at the honors level require students to explore literature with increased initiative, persistence, and pacing.

English I (Grade 9) (#1204)
(2 credits)

This year-long English course engages students in the study of classics and contemporary works. It is dedicated to meeting the individual needs of students through differentiated instruction in reading and writing. Students benefit from a small class setting with concrete and direct instruction joined with opportunities for discussion, creativity, and personal expression. Content is aligned to Pennsylvania's Core Standards and delivered at the student's instructional level. **Placement in this course is contingent upon recommendation by the IEP team and may not be offered every year.**



English II (Grade 10): Academic (#1225); Honors (#1235)
(1 credit)

In English 2, students explore the art of persuasion as they study others' voices and begin to develop their own. Students gain an awareness of the types of argument that surround them, and how writers and speakers make language choices to effectively persuade an audience. Students compare and contrast how authors use fiction and nonfiction to construct arguments about society, and then apply their research skills to analyze an argument for accuracy. Once students have an understanding of the impact language has on an audience, they take on the role of author and develop their own arguments about people or society through original fiction and nonfiction stories, speeches, or personal essays. Courses at the honors level require students to explore literature with increased initiative, persistence, and pacing.

Students take the Literature Keystone Exam in addition to the course final examination.



English II (Grade 10) (#1207)
(1 credit)

This Literature and Composition course is dedicated to meeting the individual needs of students through differentiated instruction to develop both writing and critical thinking skills. Students analyze literary elements, determine author's purpose, and learn to write with clarity and complexity. **Placement in this course is upon recommendation by the IEP team and may not be offered every year. Students take the Literature Keystone Exam in addition to the course final examination.**

AP English Language and Composition (Grade 10) (#1276)
(1.5 credit)



AP English Language and Composition meets every day in the fall and on alternating days for the spring semester. The course focuses on analytical and persuasive writing and on the close reading of argument, with an emphasis on nonfiction. Students develop critical thinking and analytical skills as they tackle challenging text. Students also construct original arguments and learn to read, evaluate, and synthesize sources to support their claims. Students will independently create and sustain arguments based on reading, research, and experience as well as read, evaluate, and synthesize a variety of complex sources. The courses require precision and sophistication in reading the subtleties of a text, in writing analytically about a text, and in presenting material to an audience. This is a fast-paced college level course. **Students take the Literature Keystone Exam in addition to the course final examination and the AP Exam. Students must also sign up for the AP Language and Composition Lab #1277. Note: Only sophomores are eligible to take this course.**

English III (Grade 11): Academic (#1245); Honors (#1255)
(1 credit)

English 3 engages students in the critical analysis and discussion of storytelling. Through the close reading of varied text and digital forms, students inquire into how storytellers develop significance and meaning in their work. These inquiries create opportunities for students to explore their reactions and responses in discussions, writing workshops, and presentations. As the course progresses, students compose responses in a range of personal, formal, and creative forms. Throughout these experiences, students cultivate their writer's voice and develop their ability to communicate with clarity, precision, and detail. The course concludes with students demonstrating a greater appreciation and understanding of what it means to be a consumer and writer of stories. Courses at the honors level require students to explore literature with increased initiative, persistence, and pacing.

and pacing.

**English III (Grade 11) (#1212)
(1 credit)**

This American Literature course builds on the concepts and skills learned in previous literature courses. In a small group setting, students will refine their writing, reading, speaking, listening, and critical thinking skills through the study of classic and contemporary, print and multimedia world literature texts. Students benefit from the small class setting as they analyze, evaluate, and make contemporary connections to the function of literature through research, discussion, and presentations.

Placement in this course is contingent upon recommendation by the IEP team and may not be offered every year.

**English IV (Grade 12): Academic (#1265); Honors (#1273)
(1 credit)**

In the English 4 course, students will evaluate how authors portray truths across traditional literary genres and other forms. Students become critical consumers of text, considering context, relationships between texts and ideas, and the influence of literature on society. As writers, students use mentor texts to develop their voice, explore form and style, and refine their craft. Students will graduate better equipped to navigate the increasingly complex information they will encounter in the world. Courses at the honors level require students to explore literature with increased initiative, persistence, and pacing.

**English IV (Grade 12) (#1213)
(1 credit)**

This International Literature course builds on the concepts and skills learned in previous literature courses. In a small group setting, students will refine their writing, reading, speaking, listening, and critical thinking skills through the study of classic and contemporary, print and multimedia world literature texts. Students benefit from the small class setting as they analyze, evaluate, and make contemporary connections to the function of literature through research, discussion, and presentations.

Placement in this course is contingent upon recommendation by the IEP team and may not be offered every year.

**AP English Literature and Composition (Grade 12) (#1275) 
(1 credit)**

AP English Literature and Composition seeks to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers (College Board). As the course progresses, students pause and consider how each text offers insight to the time in which it originates, the relationship to other texts and concepts, and how authors convey meaning through a variety of forms and genres. In AP Literature and Composition, students will independently create and sustain arguments based on reading, research, and experience as well as read, evaluate, and synthesize a variety of complex sources. The courses require precision and sophistication in reading the subtleties of a text, in writing analytically about a text, and in presenting material to an audience. This is a fast-paced college level course. **Note: Only seniors are eligible to take this course.**

**Applied/Functional English/Language Arts (Grade 9-12) (#1119)
(1 credit)**

This year-long or semester-long English course engages students in the development of basic reading and writing skills through differentiated instruction. The course challenges students to improve their reading accuracy, fluency, and comprehension through engaging lessons and activities with writing instruction focused on developing vocabulary and functional written communication. Students benefit from a small class setting with concrete and direct instruction joined with opportunities for repetition, practice, and real world application. Content is aligned to Pennsylvania's Alternate Eligible Content Core Standards and delivered at the student's instructional level. **Placement in this course is contingent upon recommendation by the IEP team.**

LANGUAGE ARTS ELECTIVES

**Journalism (Grades 10-12) (#1254)
(.5 credit)**

This class will examine current and evolving norms for journalism. Students will re-examine traditional media roles and explore more recent journalistic innovations. Information gathering, editing, and drafting provide an essential skill set for students. **Offered alternatively with Public Speaking and offered during the 2024-2025 school year.**

Creative Writing (Grades 10-12) (#1263)

(.5 credit)

Creative Writing encourages students to explore varied genres of written expression. Emphasis is on creating work for a variety of real world audiences. Students have opportunities to extend their knowledge from previous Language Arts classrooms and continue to explore poetry, lyrics, short fiction, a variety of scriptwriting, and children's literature.

Public Speaking (Grades 10-12) (#1203)

(.5 credit)

The Public Speaking course provides students with communication and public speaking skills essential for their academic and professional lives. Students understand the power of effective public speaking and gain an awareness of themselves as presenters as they study informative, persuasive, and special occasion speech writing and delivery. Students develop an ability to tailor their content and presentation to fit the speech occasion and audience, practice self-reflection, and use audience feedback to enhance their growth as presenters. **Offered alternatively with Journalism and offered during the 2025-2026 school year.**

Television Production (Grades 9-12) (#1229)

(.5 credit)

Television Production is the first in a series of production courses available. Students study the fundamentals of lighting, sound, graphics, storyboarding, scripting, directing, and editing an assortment of video productions. The course introduces students to more critical television viewing as they analyze programming and participate in various aspects of the broadcast business. Throughout the course students work independently and as members of a production team.

Digital Video Production (Grades 10-12) (#1228)

(.5 credit)

Digital Video Production provides opportunities for students to plan, write, direct, and edit authentic video productions to be aired on our cable channel and our website. In addition to using the studio equipment, the students learn Adobe Premiere, an advanced digital video editing program. **Students may choose this option after the successful completion of TV Production.**

Digital Storytelling (Grades 11-12) (#1227)

(.5 credit)

Digital Storytelling is an outlet for creative writers with an interest in film studies and the medium for the modern narrative. Students develop a treatment and screenplay and then plan, film and edit a short film to be entered into a film festival. By investigating new media, reading contemporary digital storytelling techniques, and analyzing current filmmaking trends, students learn written and visual strategies for sharing with a global audience. **Students may choose this option after the successful completion of Digital Video Production.**

Script to Screen – Honors (Grade 12) (#1260)



(1 credit)

This student-driven advanced course places students in the role of writers, producers, actors, videographers, editors and publicists as they collaboratively create a movie or series. Students will build on the skills learned in their previous courses producing and publicizing a film on a larger scale for an authentic audience. **Students may choose this option after having successfully completed Digital Video (with teacher recommendation) OR Digital Storytelling, Storytelling Through Film, or Theater II. This course runs every other day all year. Receiving Honors credit starting in 2024.**

Storytelling Through Film -- Honors (Grades 11-12) (#1280)

(1 credit)

Storytelling through Film is an honors elective course designed to enrich student work in film-making. During the first semester, students will develop their television production skills by creating short filmmaking projects. The second semester will focus on producing documentaries and artistic video/film pieces to be submitted to a student film festival. Attending workshops run by media professionals, the students will take part in a variety of learning and critiquing experiences. Students will analyze and summarize the storyline and characters from a novel to create their own version of a screenplay. **This course runs every other day all year. Prerequisites are TV Production, OR Creative Writing, OR Photography I, OR be a gifted support student.**

Mathematics

FACULTY

Vision

Mathematics education at Springfield Township High School will create a community of learners where all students develop their mathematical understanding, participate in real-world exploration, utilize mathematics as a language to contextualize the expression of problems, and critically think.

We will design instruction that meets the needs of all learners, provide connections to content and maintain high standards and rigor achievable through productive struggle.

Corey McCaslin,
Department Coordinator

Erin Barrett

Sarah Borgmann

Lauren Brock

Dr. Lisa Chen

Shane Collier

Ahmed Hamed

Max Malossini

Richard Palmer

Tom Vizza

Potential Pathways in Mathematics

Year	Course	Course	Course
9th Grade	Algebra I	Geometry (only if have taken Algebra I in middle school)	Algebra II (only if have taken Algebra I and Geometry in middle school) Industrial & 3D Design (Elective)
10th Grade	Geometry	Algebra II Industrial & 3D Design (Elective)	Trig/Pre-Calculus; Business Math; AP Statistics; AP Pre-Calculus Industrial & 3D Design (Elective)
11th Grade	Algebra II Industrial & 3D Design (Elective)	Trig/Pre-Calculus; Integrated Math; Business Math; Statistics; AP Statistics; AP Pre-Calculus Industrial & 3D Design (Elective)	Calculus; AP Calculus Industrial & 3D Design (Elective)
12th Grade	Trig/Pre-Calculus; Integrated Math; Business Math; Statistics; AP Statistics; AP Pre-Calculus Industrial & 3D Design (Elective)	Calculus; AP Calculus Industrial & 3D Design (Elective)	Multivariable Calculus Industrial & 3D Design (Elective)

Algebraic Concepts I (#1603)

(1 math credit and 1 elective credit)

This is a year-long course dedicated to meeting the individual needs of students through differentiated instruction in mathematics. Mathematics instruction is focused on maintaining and developing basic skills as well as mathematical reasoning and problem solving skills. Through remediation, direct instruction, and opportunities for repetition and practice, students will develop and improve algebraic skills and understanding of algebraic concepts. Content is aligned to Pennsylvania's Core Standards and delivered at the student's instructional level. **Placement in this course is contingent upon recommendation by the IEP team. Required: TI-83+/84 graphing calculator.**

Algebra I Prep (#1643)

(1 math credit and 1 elective credit)



Algebra Prep is a full-year course covering the same content as Algebra I-Academic. The Algebra I Prep course is designed to allow students more time to solidify critical mathematical skills and processes. This course focuses on essential algebra skills that lay the groundwork for most subsequent mathematics courses. For most students, this course represents a first exposure to abstract mathematics. Students will interpret expressions, solve equations, and graph both linear and quadratic functions. Students are recommended for this course sequence. Note: Students in Algebra I Prep will take the Algebra I Keystone Exam in addition to the course final examination. Algebra I/Prep should be taken as an entry level course at the high school or after having successfully completed Algebraic Concepts. **Algebra I/Prep is designed to reinforce high school math skills. The goal is to instruct students in fundamental math in grades 9 or 10 in order to pave the way for Trigonometry/Pre-Calculus or Calculus by senior year. Required: TI-83+/84 graphing calculator**

Algebra I--Academic (#1640)

(1 credit)

Academic Algebra I is the foundational mathematics course for most students entering high school in the ninth grade. This course focuses on essential algebra skills that lay the groundwork for most subsequent mathematics courses. For most students, this course represents a first exposure to abstract mathematics. Students will interpret expressions, solve equations, and graph both linear and quadratic functions. Algebra I is the high school's entry-level math course and the gateway to more rigorous math classes at the high school. Students enrolled in this course will take the Algebra I Keystone Exam in addition to the final examination. **Required: TI-83+/84 graphing calculator.**

Applied/Functional Math (#1610)

(1 credit)

This semester-long course is dedicated to meeting the individual needs of students through differentiated instruction in mathematics. Mathematics instruction is focused on reinforcing basic skills and developing the functional skills necessary for independent living. Students benefit from a small class setting with concrete and direct instruction joined with opportunities for repetition, practice, and real world application. Content is aligned to Pennsylvania's Alternate Eligible Content Core Standards and delivered at the student's instructional level. **Placement in this course is contingent upon recommendation by the IEP team.**

Concepts of Geometry (#1612)

(1 credit)

This is a semester-long course dedicated to meeting the individual needs of students through differentiated instruction in mathematics. Mathematics instruction continues to develop basic algebra skills as well as mathematical reasoning and problem solving skills through the exploration and application of geometric principles. Through remediation, direct instruction, and opportunities for repetition and practice, students will continue to develop and improve algebraic skills and an understanding of algebraic concepts as they apply to geometry. Content is aligned to Pennsylvania's Core Standards and delivered at the student's instructional level. **Placement in this course is contingent upon recommendation by the IEP team and may not be offered every year. Required: TI-83+/84 graphing calculator.**

Geometry--Academic (#1630); Honors (#1625)

(1 credit)

Geometry (Academic) helps students develop logical reasoning through an in-depth investigative study of parallel lines, polygons, congruence, perimeter, area, volume, surface area, circles, Pythagorean Theorem, and similarity. Geometer's Sketchpad is used to further enhance comprehension of these topics. Geometry (Honors) goes further by adding on two and three dimensional space (planes, triangles, circles and spheres) as well as trigonometry and coordinate geometry. **Students should consider Geometry after having successfully completed a course from the Algebra I offerings. Students taking Honors Geometry should have a strong mastery of Algebra I skills. Required: TI-83+/84 graphing calculator**

Algebra II--Academic (#1652); Honors (#1655)

(1 credit)

Algebra II offers an in-depth study of topics including linear functions and recursion, data analysis, systems of equations and inequalities, exponential, quadratic equations, and probability. Significant emphasis is on the relationship between equations and their graphs. Other topics include quadratics, functions, rational functions, exponential functions, and logarithms. Algebra II (Honors) emphasizes the relationship between functions and their graphs and is intended to prepare students for advanced level mathematics, including AP Calculus. **Students should select Algebra II after having successfully completed one course each in Algebra I and Geometry. Students taking Algebra II (Honors) should have a strong mastery of Algebra I skills. Required: TI-83+/84 graphing calculator.**

Algebraic Concepts II (#1613)

(1 credit)

This is a semester-long course dedicated to meeting the individual needs of students through differentiated instruction in mathematics. Mathematics instruction continues to develop basic algebra skills as well as mathematical reasoning and problem solving skills taught in the Algebraic Concepts I course. Through remediation, direct instruction, and opportunities for repetition and practice, students will continue to develop and improve algebraic skills and understanding of algebraic concepts. Content is aligned to Pennsylvania's Core Standards and delivered at the student's instructional level. **Placement in this course is contingent upon recommendation by the IEP team and may not be offered every year. Required: TI-83+/84 graphing calculator.**

Trigonometry/Pre-Calculus--Academic (#1665); Honors (#1670)

(1 credit)

Trigonometry/Pre-calculus (Academic) prepares students for a college math course. The study of trigonometry and introduction to calculus follows a comprehensive study of elementary functions. Trigonometry is the study of triangles – more specifically, the study of the angles and dimensions of triangles. The study of trigonometry involves learning how trigonometric functions – such as the sine or cosine of an angle – can be used to work out the angles and dimensions of a particular shape. Topics include elementary functions, trigonometry, and an introduction to calculus. Students interested in scientific or engineering fields should take Trigonometry/Pre-Calculus Honors **Trigonometry/Pre-Calculus after having successfully completed one course each in Algebra I, Geometry, and Algebra II. Prerequisites for Honors: STHS recommends a minimum final grade of “B” in Algebra II (Honors) or a final grade of “A” in Algebra II (Academic) and a teacher recommendation. Required: TI-83+/84 graphing calculator.**

AP Pre-Calculus (#1684)



In AP Pre-calculus, students explore everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. Students study each function type through their graphical, numerical, verbal, and analytical representations and their applications in a variety of contexts. Students apply their understanding of functions by constructing and validating appropriate function models for scenarios, sets of conditions, and data sets, thereby gaining a deeper understanding of the nature and behavior of each function type. **Students should select AP Pre-Calculus after having successfully completed one course each in Algebra I, Geometry, and Algebra II. Prerequisites: STHS recommends a minimum final grade of “B” in Algebra II (Honors) or a final grade of “A” in Algebra II (Academic) and a teacher recommendation. Required: TI-83+/84 graphing calculator.**

Integrated Math (#1661)

(1 credit)

Integrated Math (Academic) includes a comprehensive exploration and extension of algebraic and geometric concepts. Topics include functions, probability, data analysis, Pythagorean Theorem, area, and volume. **Prerequisites: Placement is by teacher or administrative recommendation only. Required: TI-83+/84 graphing calculator.**

Business Mathematics (#1614)

(1 credit)

Business Math is a course that teaches students how to use math in real-world business situations. The class covers topics such as financial literacy, budgeting and forecasting, data analysis, and basic algebra. Students will learn how to make informed financial decisions, solve problems, and communicate their findings effectively. In addition to learning math skills, students will develop critical thinking and problem-solving skills that are applicable to a variety of business careers. **Students should select Business Mathematics after having successfully completed one course each in Algebra I and Geometry.**

Statistics – Academic (#1676)

(1 credit)

Statistics (Academic) provides an introduction to the fundamental ideas of statistics. The course is interactive with significant time spent exploring statistical concepts through Fathom statistical software. Students collect and analyze data, make predictions and communicate their results orally and in writing. This course is recommended for students going into business, science and medicine. **Students should select this option after having successfully completed an Algebra II course offering.**

AP Statistics (#1677)

(1 credit)

Advanced Placement Statistics is a rigorous, college-level course. Students are introduced to major concepts and tools for collecting, analyzing and drawing conclusions from data. AP Statistics provides an advanced level course for students who will major in business, science and medical fields. **Students should choose this option after having successfully completed a course in the Algebra II sequence with teacher recommendation. Required: TI-83+/84 graphing calculator.**

Calculus – Academic (#1680)

(1 credit)

Calculus (Academic) prepares students for college calculus. Topics include an intensive review of elementary functions, limits, derivatives and applications, and an introduction to integrals. **Students should choose this option after having successfully completed a course in the Trigonometry/Pre-Calculus sequence. Required: TI-83+/84 graphing calculator.**

AP Calculus AB (#1675)

(1 credit)

Calculus AB (Advanced Placement) focuses on functions, graphs, and limits as well as derivatives and integrals. **Students should choose this option after having successfully completed Calculus Academic or Trigonometry/Pre-Calculus Honors. Students taking AP Calculus should have a strong mastery of Trigonometry/Pre-Calculus skills. Students interested in AP Calculus might also be interested in AP Computer Science. Required: TI-83+/84 graphing calculator.**

AP Calculus BC (#1679)

(1 credit)

Calculus BC (Advanced Placement) extends AP Calculus AB. It covers all the topics listed above in greater depth and detail than Calculus AB and includes polynomial approximations and series. **Students MUST have completed AP Calculus AB. Students interested in AP Calculus might also be interested in AP Computer Science. Required: TI-83+/84 graphing calculator.**

AP Calculus AB/BC (#1681)

(2 credits)

A combination of AP Calculus AB and AP Calculus BC (see the descriptions above), this course meets every day for the entire year.

Multivariable Calculus (#1682)

(1 credit)

Multivariable Calculus is the final course of a three-semester calculus sequence. The study of functions of several variables constitutes the main idea of this class. Topics covered include vectors, surfaces, limits and continuity, partial derivatives, and multiple integrals. Students will understand limits, continuity, derivatives, and integrals in higher dimensions, and how these can be used to represent real life, 3-dimensional processes. After successful completion of this course, students will be able to understand and apply mathematical models to multidimensional processes and problem situations. **The prerequisite course is AP Calculus.**

MATHEMATICS ELECTIVES

Industrial and 3D Design (#1619)

(1 credit)

While completing mathematical exercises and projects, students will learn principles of graphic, industrial, and architectural design. Students will apply these principles with problem solving strategies to develop creative solutions to real-world problems. While this course is grounded in mathematics, this comprehensive math elective will also develop and rely heavily on communication skills, artistic representation, and productive collaboration. As a STEAM class, students will use Google Sketchup® to create visually appealing architectural environments and mechanical systems while applying industrial design concepts. This is a project based learning experience that seeks to include all students with a curiosity and passion for any aspect of the design process. **Prerequisites Algebra I and Geometry.**

Music & Performing Arts

FACULTY

Chuck Gottesman,
Department Coordinator

Amy Benton

Dan Meder

Marlene Thornton

Vision

The Performing Arts (music and theater) develop and promote life skills that increase creativity and discipline. These life skills include self-confidence, teamwork and collaboration, public speaking, problem solving and improvisation.

Performing Arts classes are compatible for diverse students of all ability and experience levels, from potential collegiate music and theater majors to those who are eager to explore something new.

Performing Arts Honors Program

Students in the performing arts can earn Honors credit for their work in Symphonic Band (#1700) and/or Concert Choir (#1705). Students must meet all of the following criteria in order to receive Honors credit:

1. Students must be enrolled in either Symphonic Band or Concert Choir **BOTH** semesters.
2. Students must audition for the Pennsylvania Music Educators Association (PMEA) festival.
3. Participate in at least one extracurricular musical ensemble at STHS.
4. Perform a solo at a recital.
5. Meet with the instructor at least four times during the year to discuss progress towards meeting goals.

Potential Pathways for Performing Arts

9th Grade	10th Grade	11th Grade - 12th Grade
Symphonic Band; Concert Choir; Mixed Chorus; Broadway Music Ensemble; Music Theory I; Theatre I; Beginning Guitar Lab; Instruments of Rock; Piano/Keyboarding; Digital Audio/Podcast Production; TV Production	Symphonic Band; Concert Choir; Mixed Chorus; Broadway Music Ensemble; Music Theory I; Theatre I; Theatre II ; Beginning Guitar Lab; Advanced Guitar Lab ; Instruments of Rock; Piano/Keyboarding; Digital Audio/Podcast Production; TV Production; Digital Video Production; Storytelling through Film	Symphonic Band; Concert Choir; Mixed Chorus; Broadway Music Ensemble; Music Theory I; Theatre I; Theatre II; Beginning Guitar Lab; Advanced Guitar Lab; Instruments of Rock; Piano/Keyboarding; Digital Audio/Podcast Production; AP Music Theory ; TV Production; Digital Video Production; Storytelling through Film; Digital Storytelling; Script to Screen

Symphonic Band (Grades 9-12) (#1700)

 Change

(1 credit)

Symphonic Band is a large performing group for instrumental musicians. Students may take this course multiple times. Students are required to read standard music notation on their instrument. Students will perform for audiences several times each semester, including large concerts, field trips, and informal performances. **This course will be scheduled every other day for the entire year. Students are encouraged to register for this course multiple years of high school.**

Mixed Chorus (geared towards Grades 9-10 and beginners) (#1706)

 Change

(1 credit)

Mixed Chorus is a large choral group, designed for singers of any level. Students may take this course multiple times. Students prepare to perform at major school events, including semester concerts, field trips, Homecoming and Commencement. The class meets twice a week before school for the full academic year. **This course will be scheduled every other day for the entire year. Students are encouraged to register for this course multiple years of high school.**

Concert Choir (geared towards Grades 11-12) (#1705)

 Change

(1 credit)

Concert choir is a medium-sized chamber ensemble, designed for singers of any level. Students may take this course multiple times. Students are instructed in sight-reading, ensemble performance, and the culture of choral music. Students will perform for audiences several times each semester, including large concerts, field trips, and recordings. **This course will be scheduled every other day for the entire year. Students are encouraged to register for this course each year of high school.**

Music Theory I (Grades 9-12) (#1710)

(.5 credit)

Music Theory is for students who already possess basic music reading skills. Units of study include pitch (scales, intervals, chords, harmonies) and rhythm (tempo, meter, syncopation). There are no performances. After this course, students are prepared to take AP Music Theory or college-level music theory courses.

Broadway Musical Ensemble (Grades 9-12) (#1715)

(.5 credit)

The Broadway Musical Ensemble class offers students the opportunity to produce and perform a Broadway musical for the public. Students learn the proper vocal techniques needed to perform a variety of musical theatre genres. Students also develop self-critiquing skills as they refine their talents for the performances. After this course, students are prepared for school productions and community/professional musical theater auditions.

Theatre I (Grades 9-12) (#1720)

(.5 credit)

Theatre I offers an introduction to acting and play production. Students develop and refine physical characters as they interpret assigned scripts. Students build and apply their peer and self-critiquing skills as they plan and prepare a final production. This performance-based class focuses on the development of a full-length play performed at the end of the semester during the school day.

Theatre II (Grades 10-12) (#1722)

(1 credit)

In Theatre II students produce and direct one act plays. Students in this class work in small groups to choose plays which they will produce. Students are responsible for the entire production. Acting, directing, set design, costuming, makeup, and advertising are all parts of the students' decision-making process. Students present their performances at the end of each semester. **Students who choose this option must have successfully completed Theatre I or Broadway Musical Ensemble.**

Beginner Guitar Lab (Grades 9-12) (#1718)

(.5 credit)

Beginner Guitar Lab is an exploratory guitar course for students with no or very limited experience. By the end of the course, students will participate in formal and informal live performances. After this course, students are prepared for Advanced Guitar Lab or private guitar study.

Advanced Guitar Lab (Grades 10-12) (#1724)

(.5 credit)

Advanced Guitar Lab is the next level after Beginner, and is also appropriate for students that have studied guitar privately. Throughout the course, students will participate in informal ensemble performances, field trips, and solo studio recordings. After this course, students are prepared for studio session work and ensembles such as Pep Band and Jazz Band.

Instruments of Rock (Grades 9-12) (#1740)

(.5 credit)

Instruments of Rock is an exploratory course for interested students with no or limited musical experience. Students explore guitar, bass, drum and keyboard skills in the context of rock and roll history from the 1950s to the present. There are no formal performances required for this course.

Piano/Keyboarding (Grades 9-12) (#1743)

(.5 credit)

Keyboard Lab is a workspace for self-driven students with any level of piano experience. It builds on the STMS piano keyboarding unit and intersects with individual knowledge and repertoire from private lessons. Students interact with each other and the teacher through a state-of-the-art digital keyboard lab. Opportunities for acoustic piano practice are also provided periodically throughout the course. Students perform for each other in monthly class cafés and for the public in culminating livestream performance.

Digital Audio/Podcast Production (Grades 9-12) (#1744)



(.5 credit)

Digital Audio/Podcast Production is a hands-on course with opportunities to explore beat production, sound design, and multi-track recording. Students develop skills in ProTools and FL Studio software and engage in major projects that include podcasting and original music production. After this course, students are prepared to enter TV and Video Production courses and are encouraged to join Music Production Club. College credit is offered through Montgomery County Community College, positioning students to begin college and post-secondary programs at an advanced level.

AP Music Theory (Grades 11-12) (#1713)



(1 credit)

AP Music Theory is an advanced written course for serious music students who have completed Music Theory or who can demonstrate an equivalent level of mastery. In this course, students prepare to take the AP Music Exam offered by the College Board in May. Some colleges may accept completion of this course for credit.

Television Production (Grades 9-12) (#1229)

(.5 credit)

Television Production is the first in a series of production courses available. Students study the fundamentals of lighting, sound, graphics, storyboarding, scripting, directing, and editing an assortment of video productions. The course introduces students to more critical television viewing as they analyze programming and participate in various aspects of the broadcast business. Throughout the course students work independently and as members of a production team.

Digital Video Production (Grades 10-12) (#1228)


(.5 credit)

Digital Video Production provides opportunities for students to plan, write, direct, and edit authentic video productions to be aired on our cable channel and our website. In addition to using the studio equipment, the students learn Adobe Premiere, an advanced digital video editing program. **Students may choose this option after the successful completion of TV Production.**

Digital Storytelling (Grades 11-12) (#1227)

(.5 credit)

Digital Storytelling is an outlet for creative writers with an interest in film studies and the medium for the modern narrative. Students develop a treatment and screenplay and then plan, film and edit a short film to be entered into a film festival. By investigating new media, reading contemporary digital storytelling techniques, and analyzing current filmmaking trends, students learn written and visual strategies for sharing with a global audience. **Students may choose this option after the successful completion of Digital Video Production.**

Script to Screen – Honors (Grade 12) (#1260) 
(1 credit)

This student-driven advanced course places students in the role of writers, producers, actors, videographers, editors and publicists as they collaboratively create a movie or series. Students will build on the skills learned in their previous courses producing and publicizing a film on a larger scale for an authentic audience. **Students may choose this option after having successfully completed Digital Video (with teacher recommendation) OR Digital Storytelling, Storytelling Through Film, or Theater II. This course runs every other day all year. Receiving Honors credit starting in 2024.**

Storytelling Through Film -- Honors (Grades 10-12) (#1280)
(1 credit)

Storytelling through Film is an honors elective course designed to enrich student work in film-making. During the first semester, students will develop their television production skills by creating short filmmaking projects. The second semester will focus on producing pieces to be submitted to a student film festival. Attending workshops run by media professionals, the students will take part in a variety of learning and critiquing experiences, analyze and summarize the storyline and characters and create their own version of a screenplay. **This course runs every other day all year. Prerequisites are TV Production, OR Creative Writing, OR Photography I, OR be a gifted support student.**

Physical Education & Health

FACULTY

Vision

The School District of Springfield Township's Health and Physical Education Department aims to inspire students to develop a lifelong passion for living a healthy, active lifestyle. Students will participate in a variety of activities that will develop the knowledge, understanding and skills necessary to confidently access, evaluate and synthesize health and wellness information in order to take positive action to protect, enhance and advocate for their own and others' health, well-being and safety.

Melissa Eife,
Department Coordinator

Kati Dougherty

Patty O'Neill

Allie Proto

Brian Picknally

Physical Education 9 (Grade 9) (#1750)

(.5 credit)

Physical Education 9 is designed to enhance individual fitness in a developmentally appropriate and challenging program. Students will learn sport specific skills and strategies while developing social and cooperative skills through participation in various activities including; aquatics, water safety, cooperative games, use of the weight room, and team and lifetime sports.

Required for Grade 9.

Strength and Conditioning (Grades 10-12) (#1755)

(.5 credit)

Strength and conditioning is designed for students interested in understanding and participating in a sport specific personal training program. Students will assess the components of health related and sports related fitness, interpret the results, and set personal fitness goals. Students will explore various conditioning principles and strategies and participate in activities appropriate for their individual fitness needs. **Open to students after the completion of PE 9.**

Fitness for Life (Grades 10-12) (#1756)

(.5 credit)

Fitness for Life is designed for students interested in exploring strategies for enhancing individual fitness. Students participate in a health related fitness evaluation, interpret the results and use the data to set personal fitness goals. Students will use a variety of strategies including strength training, fitness walking, yoga and aquatic workouts to improve and maintain fitness as well as develop an awareness of the importance of a wellness lifestyle. **Open to students after the completion of PE 9.**

Team and Lifetime Sports (Grades 10-12) (#1760)

(.5 credit)

Team and Lifetime Sports is a course designed to enhance individual fitness and extend students' knowledge of sport specific skills and strategies through participation in various team and individual sports. **Open to students after the completion of PE 9.**

Aquatics and Lifeguard Training/First Aid/CPR (#1759)

(.5 credit)

Lifeguard Training is a Red Cross certified program designed to prepare students for employment as a lifeguard. Students will learn surveillance and rescue skills, and receive training in first aid and CPR. **Students must be 15 years old before the conclusion of Aquatics and Lifeguard Training/First Aid/CPR. Students must be able to pass the prerequisite skills test (swim continuously for 300 yards, tread water for 2 minutes, swim and retrieve a 10-pound object from the deep end and return in 1.5 minutes).** Students who do not pass the prerequisite skills test can still stay in the class and earn PE credit. The American Red Cross requires a certification and recertification fee of \$75.00 to pay for materials and administrative costs. **Open to students after the completion of PE 9.**

Net Sports & Lawn Games (Grades 10-12) (#1764)

(.5 credit)

Racquet, Net, & Lawn Sports provides students the opportunity to focus on tennis, badminton, pickleball, volleyball, and a variety of lawn games including bocce, Kan Jam, cornhole and ladder ball. Students will learn advanced strategies and skills and apply them in drills and games. Students will also focus on personal fitness as a component of this course. **Open to students after the completion of PE 9.**

Unified Sports (Grades 10-12) (#1778)

(.5 credit)

Unified Sports is a program dedicated to promoting social inclusion through shared sports training and competitive experiences. Unified Sports joins people with and without physical and intellectual disabilities to provide the opportunity to foster friendship and understanding through training and play. Fulfills a graduation requirement. **Open to students after the completion of PE 9.**

10th Grade Health (#1776)

(.5 credit)

Health is a graduation requirement for all students. This course emphasizes the importance of knowledge, attitudes and personal behavior in relation to wellness. Students will study the interrelationship between physical, mental and social well-being. They will analyze, integrate and apply knowledge about health concepts in various classroom activities. Topics will include the body systems, consumer health, fitness, nutrition, mental health, disease, drugs and human sexuality. **Meets graduation requirement.**

Sports Management & Medicine (Grades 11-12; potentially Grade 10 second semester) (#1775)

(.5 credit) - This earns elective credit only, not Physical Education credit.

This course has been developed to provide high school students with basic knowledge and practical experience in dealing with sports programs and injuries. Some topics include Intercollegiate athletics, Pennsylvania Interscholastic Athletic Association (PIAA), facility planning and setup, ethics in sports, and injury prevention and rehabilitation. Students will have the opportunity for hands-on learning in the athletic training room and will be trained in CPR/First Aid/AED. Students who want the certification, can test for it with a small fee. **This course is offered to students who have an interest in athletic training, physical therapy or a career in the business of sports and to those who have completed PE 9 and Health.**

Science

Vision

The Science Department of Springfield Township High School is on a mission to turn our students into citizen scientists, who will change the world with the application of their knowledge and ingenuity.

We want our students to be inspired and excited about science, and to have fun while learning about the mysteries of the universe with hands-on, inquiry-based instruction, real-world application, and collaboration with their peers. Together, as a community of learners, let's ignite the flame of curiosity and steward evidence-based science to facilitate a better world.

FACULTY

Meghan Scimeca,
Department Coordinator

Dave Arner

Erin Barrett

Dr. Kevin Maharaj

Chris Mazurek

Matthew Moretti

Lauren Musetti

Kristen Sharer

Nadine Sheahan

Potential Pathways in Science

Year	Course	Course	Course	Electives
9th Grade	Environmental Science	Biology (H)	Environmental Science	
10th Grade	Biology (Ac)	Physics (H)	Biology (H)	
11th Grade	Physics (Ac) or Chemistry (Ac)	Chemistry (H); AP Physics II; AP Environmental Science	Chemistry (H) or Physics (H)	Anatomy; Zoology
12th Grade	Physics (Ac) or Chemistry (Ac); Planetary Science	AP Physics C; AP Biology; AP Chemistry; Planetary Science	Chemistry (H) or Physics (H); AP Environmental Science; AP Physics II	Anatomy; Zoology

Environmental Science -- Academic (#1872) (1 credit)

Environmental Science gives incoming high school students the opportunity to study the impact of humans on the environment through an integrated, hands-on approach. Topics include air and water pollution, climate destabilization, ecology, population dynamics, and environmental sustainability. Environmental Science serves as an introduction to high school science, high school laboratory work, and biological content.

Concepts of Environmental Science (#1807)

(1 credit)

This is a semester-long course dedicated to meeting the individual needs of students through differentiated instruction in science. This course challenges students to improve their knowledge of the environment and identify the basics of environmental science as it relates to air, water, land, and population. It provides students the opportunity to study the impact of humans on the environment through an integrated, hands-on approach. Students benefit from a small class setting with concrete and direct instruction joined with opportunities for exploratory and cooperative learning. **Placement in this course is contingent upon recommendation by the IEP team and may not run every year.**



Biology -- Academic (#1825); Honors (#1830)

(1 credit)

Biology is a lab-oriented course that studies the nature of science, biochemistry, cells, bioenergetics, genetics, biotechnology, and evolution. Students are expected to understand the components of a controlled experiment, design and conduct experiments, analyze data and make real-world connections to biological processes. Students who are self-directed, take an active role in their education, demonstrate high levels of hypothesizing, analyzing, and evaluating skills, and have strong mathematical skills are encouraged to choose the Honors option. Students may choose the Academic option after the successful completion of Environmental Science or the Honors option after the successful completion of Algebra I. **Note: Students take the Biology Keystone Exam in addition to the course final exam.**

Concepts of Biology I (#1810)

(1 credit)

This is a semester-long course dedicated to meeting the individual needs of students through differentiated instruction in science. Utilizing an interactive text, this course examines the human body system. The course challenges students to improve their understanding and knowledge of the human body starting at the cellular level and including the skeletal muscle, integumentary, and digestive systems. The course continues to challenge students to improve their understanding of the scientific process and analysis of data through inquiry-based lessons and hands-on laboratory experimentation. Students benefit from a small class setting with concrete and direct instruction joined with opportunities for exploratory and cooperative learning. **Placement in this course is contingent upon recommendation by the IEP team and may not run every year.**



Concepts of Biology II (# 1816)

(1 credit)

This is a semester-long course dedicated to meeting the individual needs of students through differentiated instruction in science. Students take this course on having successfully completed course #1810. Utilizing an interactive text, the course continues to examine the human body system. The course challenges students to improve their understanding and knowledge of the circulatory, respiration, and nervous systems and how to fight diseases. The course continues to challenge students to improve their understanding of the scientific process and analysis of data through inquiry-based lessons and hands-on laboratory experimentation. Students benefit from a small class setting with concrete and direct instruction joined with opportunities for exploratory and cooperative learning. **Placement in this course is contingent upon recommendation by the IEP team and may not run every year. Note: Students take the Biology Keystone Exam in addition to the course final examination.**

AP Biology (#1831)




(2 credits)

The fundamental goal of this course is to develop the scientific skills necessary to design and implement well-controlled experiments, critically apply mathematical & graphical analysis, and effectively communicate results as they connect to scientific theories. Over the course of a year, this course will build upon the foundations laid in the Biology curriculum through lecture, discussion, laboratory activities and analysis of assigned chapters and readings. It is recommended that students have a grade of "A" or "B" in Biology and Chemistry. This course is intended for the science-oriented student whose career preparation will require a strong background in biology beyond high school. **Course content follows the prescribed AP Biology topics from the College Board and college credit may be earned upon successful completion of the associated AP exam.**

Chemistry -- Academic (#1855); Honors (#1860)
(1 credit)

The fundamental principles and concepts of chemistry are emphasized in this course. These may include atomic structure and bonding, the periodic law, chemical formulas and equations, phases of matter, solutions, gas laws, nuclear chemistry, equilibrium concepts, kinetics and acid-based chemistry. The concepts presented require abstract thinking as well as the mastery of certain facts and terminology. Students are expected to use mathematical principles to help validate lab work and model concepts in class. It is essential that the student possess good note taking skills and study habits. Laboratory work requires mature behavior, self-discipline, an ability to solve problems, and may require students to design and collect data independently in a laboratory setting. The Honors level prepares students to meet course expectations for advanced-level courses such as AP Biology, AP Chemistry, or AP Physics and students planning to pursue careers in medicine, engineering, or other science fields should consider taking the Honors level course. **A previous or concurrent course in Algebra II with at least a Proficient rating on the Algebra Keystone exam is highly recommended for students taking the Academic course. A grade of B or better in Honors Biology and a strong mathematical background is strongly encouraged for prospective students.**

AP Chemistry (#1861) 
(1 credit)



This course in Advanced Placement Chemistry is designed to prepare students to take the AP Chemistry test. This course is a second-year chemistry course. It presents an in-depth study of various chemical principles including atomic structure, gas laws, periodicity, bonding, composition, chemical equilibria, kinetics and acid base chemistry. AP Chemistry provides an opportunity for interested students to engage in an in-depth study of college level chemical concepts. The student must have completed Honors Chemistry with a grade of B or better.

Planetary Science (Grades 11 & 12) (#1814)
(1 credit)

Once upon a time, humans could do little more than invent stories about the objects that they could see in the sky. With careful observation, some of these simple observations led to reasonable conclusions rather than myth. These conclusions began the development of astronomy and helped mark the passage of time and guided human activities like worship and agriculture. This course will begin by exploring the myths and legends of our ancestors and the realities that emerged from careful observations and the analysis of data that led to conclusions. This course will explore the planets in our Solar System in great detail. Furthermore, understanding the structures and landforms found on the Earth sets the foundation for understanding the composition and structures of other planets in this solar system. Later, this course will explore the methods of learning about the far away objects in the universe outside of our solar system in a much more general way.

Physics -- Academic (#1845); Honors (#1850)
(1 credit)

Physics is a demanding, college preparatory, algebra based program that provides a thorough introduction to mechanics, the study of motion. Graphic and algebraic concepts are used to illustrate physical principles such as velocity and acceleration, Newton's Laws, 2-Dimensional motion, energy, momentum, gravity, and circular motion. The data collected from laboratory experiences are used to illustrate and support physical principles. Students use algebra skills to calculate solutions relating to the application of Physics scenarios. Students must have a working knowledge of graphing, solving for unknowns in an algebraic equation, interpreting and solving simple and complex word problems and analyzing both graphical and written information. Students who thrive on independent, critical thinking and have a strong working knowledge of proportions, graphing, solving for unknowns in an algebraic equation, solving multi-equation systems, factoring and quadratic equations, and right triangle trigonometry should choose the Honors option. **Students who choose this option must have successfully completed both a course from the Algebra II sequence and Biology.**

AP Physics II (# 1852)  
(1 credit)

Advanced Placement Physics II is a college-level course that deals in-depth with the study of fluid dynamics, thermodynamics, electricity and magnetism, circuits, optics, waves, and quantum physics. This class emulates an introductory college physics course for non-scientists. Students who are interested in this high level course will be expected to analyze and describe systems; make arguments and support specific outcomes; create, evaluate, and interpret graphs; solve scenario-based problems and provide rationale for the process used. **Students who choose this option must have successfully completed a course in the Physics sequence and should take Trigonometry/Pre-Calculus concurrently.**

AP Physics C: Mechanics (#1851)

(1 credit)

Advanced Placement Physics C is a rigorous college-level course that deals in depth with the study of mechanics. This class is designed to emulate an introductory college physics course for scientists and engineers. Students who choose the course will be expected to solve complex, multi-faceted problems using advanced math and science procedures ideas. Students should be prepared for a heavy and difficult workload utilizing information learned in previous honors level science and math courses and designed to prepare students for a future in the sciences. **In order to maximize performance in the class, it is recommended that students take AP Calculus before or concurrently.**

AP Physics Electricity & Magnetism (#1854)

(1 credit)

The Advanced Placement Physics: Electricity and Magnetism course is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course. This course completes the full offering of Physics for students looking to pursue higher education in STEM fields. **Students wishing to enroll should have either taken AP Physics C: Mechanics, or enroll in AP Physics C: Mechanics concurrently. In order to maximize performance in the class, it is recommended that students take AP Calculus before or concurrently.**

Physical Science (Grades 11 & 12) (#1820)

(1 credit)

Physical Science combines generalized concepts of concepts of chemistry and physics and emphasizes discovery-based learning and inquiry-based instructional techniques. This class uses hands-on laboratory experimentation, library research, and model making to convey its content. Physical Science class has constructed a feedback loop that engages immediate feedback to students that fosters a fast paced acquisition of new material. Using this method on a continuous basis creates a strong depth of learning unparalleled in traditional formatted classes. Students are driven to create hypotheses, make accurate observations, and generate logical conclusions based on the facts presented by their observations.

Concepts of Physical Science (#1817)

(1 credit)

This is a semester-long course dedicated to meeting the individual needs of students through differentiated instruction in science. This course utilizes discovery-based learning and inquiry-related instructional techniques through the use of hands-on laboratory experimentation. Students learn the concepts and principles of scientific reasoning and experimentation through case studies and projects (e.g. crime scene investigations, driving the roads, food chemistry, etc.). Students learn to make hypotheses, accurate observations, and logical conclusions based on the facts presented. Students in this class benefit from a small class setting with concrete and direct instruction joined with opportunities for exploratory and cooperative learning. **Placement in this course is contingent upon recommendation by the IEP team and may not run every year.**

Applied/Functional Science 9-12 (#1812)

(1 credit)

This is a semester-long course dedicated to meeting the individual needs of students through differentiated instruction in science. The course is on a five-year rotation exposing students to key concepts in environmental, biology, and physical sciences. The course challenges students to improve their understanding of the scientific process and analysis of data through inquiry-based lessons and hands-on laboratory experimentation. **Placement in this course is contingent upon recommendation by the IEP team.**

AP Environmental Science (#1833)

(1 credits)

Environmental Science (Advanced Placement) is a rigorous, interdisciplinary, college-level, lab-oriented course that stresses scientific principles and analysis. It provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Chemistry may be taken concurrently in the first semester. Students are encouraged to construct knowledge through discussion with peers and faculty, critical reading, writing, and laboratory experiences. Students are expected to independently apply information from previous biology and chemistry courses to new situations in environmental science. **This course will run every day during the Fall Semester.**

SCIENCE ELECTIVES

Anatomy & Physiology (#1865)

(1 credit)

Human Anatomy and Physiology explores the inner workings of the human body and focuses on anatomical and medical terminology. Topics include body organization, homeostasis, histology, the integumentary, skeletal, muscular, nervous, digestive, circulatory systems and the pathology of diseases. Laboratory investigations include dissections of preserved specimens, microscopic study and physiologic experiments. This course is the perfect foundation for students wanting to expand their vocabularies and learn about the human body. Anatomy & Physiology should facilitate a smooth transition for students pursuing a postsecondary education in the medical field. **Anatomy & Physiology requires students to make use of concepts from Academic/Honors Biology. Cannot be taken as a substitute for Biology.**

Zoology (#1887)

(1 credit)

Zoology examines the diversity of the animal kingdom, focusing on the major groups of invertebrates and vertebrates. Animals are studied in an evolutionary context, emphasizing ecology, ethology, life history, comparative anatomy, morphology and conservation. We will progress through the animal kingdom according to evolutionary relationships from the most ancient animals (e.g. protozoa and sea sponges) to the most recently-evolved animals (e.g. birds and mammals). The laboratory component includes microscopy, dissections, and animal behavior explorations that examine physical differences across the major phyla. Animals play a significant role in the stability of the environment, ecosystem and our lives. Without them, our existence is not possible! **Zoology requires students to make use of concepts from Biology. Cannot be taken as a substitute for Biology.**

Social Studies

Vision

The Social Studies Department at Springfield Township High School is committed to helping guide students through analyzing important political, social, cultural, economic, geographic and legal issues of the historical and contemporary world. Engaging with the past by using the tools and skills of the various disciplines prepares our graduates to creatively and productively interact with information and issues they encounter in the present.

Our courses of study will help students develop an appreciation and understanding of the roles, responsibilities, and relationships between the individual, groups, and the collective. We aim to create young citizens, eager and able to positively engage in their increasingly diverse and interconnected communities.

FACULTY

Matt Kraynik,
Department Coordinator

Ashley Fusarelli

Taren Igou

Jessica Riley

Chris Shelly

Matt Taylor

Leonard Thompson

Adam Washam

Potential Pathways in Social Studies

Year	Class of 2027 and Beyond	Class of 2026	Class of 2025
9th Grade	Civics	US History I	US History I
10th Grade	US History I	US History II; AP US History	US History II; AP US History
11th Grade	US History II; AP US History Electives: Sociology; African American Studies; History through Film; Economics; Street Law; Ethnic Studies; Introduction to Psychology; AP Psychology	Global Citizenship; AP Government Electives: Sociology; African American Studies; History through Film; Economics; Street Law; Ethnic Studies; Introduction to Psychology; AP Psychology	Global Citizenship; AP Government Electives: Sociology; African American Studies; History through Film; Economics; Street Law; Ethnic Studies; Introduction to Psychology; AP Psychology
12th Grade	Global Affairs and 1 elective (Sociology; African American Studies; History through Film; Economics; Street Law; Ethnic Studies) or AP Government	2 Electives (Sociology; African American Studies; History through Film; Economics; Street Law; Ethnic Studies); Introduction to Psychology; AP Psychology; AP Government	2 Electives (Sociology; African American Studies; History through Film; Economics; Street Law; Ethnic Studies); Introduction to Psychology; AP Psychology; AP Government

Civics -- Academic (#1922); Honors (#1921)

(1 credit)

Students will build upon the principles of civics as they engage as active citizens of the Spartan community and young citizens of a globalized world. The course will look at the origins of our democracy as well as the evolution of rights and responsibilities through modern day. Explorations in domestic, economic and foreign policy will immerse students in current issues. Through this course, students will learn what it means to think like a historian, focusing especially on analyzing claims and evidence in sources. They will also work on argumentation in oral and written forms. The course will culminate with a project based learning experience in which students identify an issue within their community, research, plan and present a solution.

U.S. History I (Grade 10 Class of 2027) -- Academic (#1925); Honors (#1930)

(1 credit)

US History I focuses on the political, economic, and sociocultural developments that occur in the 18th and 19th centuries as the United States emerges from its colonial period. Topics of study include the Early National Period, the Civil War, Western expansion, Industrial development and Progressivism. Engaging with a variety of source materials, students will continue to develop their abilities to read, think and write like a historian as they analyze how the American identity evolves.

Applied U.S. History I (#1900)

(1 credit)

This is a semester-long course dedicated to meeting the individual needs of students through differentiated instruction in social studies. The students will learn US History from the early 16th/17th century, Native American History, to the Civil War era. **Placement in this course is contingent upon recommendation by the IEP team and may not run every year.**

Applied/Functional Social Studies (Grades 9-12) (#1913)

(1 credit)

This is a semester-long course dedicated to meeting the individual needs of students through differentiated instruction in social studies. The course is on a five-year rotation exposing students to key concepts in civics, United States history, and current world affairs. The course challenges students to improve their understanding of government processes and civic engagement. **Placement in this course is contingent upon recommendation by the IEP team.**

Applied U.S. History II (#1901)

(1 credit)

This is a semester-long course dedicated to meeting the individual needs of students through differentiated instruction in social studies. The students will learn US History from the Reconstruction era to the Civil Rights movement of the 1960s. Reconstruction, Industrial Revolution, Immigration and cities, U.S. as a superpower, WWI, the 1920s, and the Great Depression, WWII, and the Civil Rights movement are some of the topics used in examining the formation of U.S. culture. Content is aligned to Pennsylvania's Core Standards and delivered at the student's instructional level. **Placement in this course is contingent upon recommendation by the IEP team and it may not run every year.**

U.S. History II (Grade 11 Class of 2027) -- Academic (#1940); Honors (#1945)

(1 credit)

This survey course begins with American imperialism and focuses on the factors that lead to the emergence of the United States as a modern world power. Themes include American culture, civil and human rights, technological change, economic development, immigration and migration, the expansion of the federal government, and the study of US foreign policy. Guided activities and individual research tasks designed to immerse students in the World Wars, the Roaring 20s and Great Depression, Cold War and post-Cold War eras continue to refine the reading, reasoning and writing skills of earlier courses.

AP United States History (Grades 11-12) (#1960)

(1 credit)

Advanced Placement offers the most rigorous level of study for students interested in United States History. This national curriculum combines much of the same content as is covered in U.S. History I (Honors) and U.S. History II (Honors), but the Advanced Placement Exam for US History, given in the spring semester, demands an additional time commitment for advanced instruction and independent study. Successful students must be able to demonstrate not only content mastery but also be able to apply historical reasoning processes in the development and defense of historical claims through writing. **Students may choose this option with teacher recommendation after the completion of US History I. Interested students should speak with their teachers, their parents, and the AP teacher before committing to this rigorous course.**

**Global Citizenship (Grades 11 & 12) -- Academic (#1977); Honors (#1979)
(1 credit)**

Global Citizenship provides students with an enhanced understanding of current world affairs and what it means to be a global citizen. The inquiry based curriculum emphasizes current political, economic, and social issues making headlines worldwide, while reviewing relevant historical events. Within the context of the course, organizations and agreements of an international nature are addressed. The course will also explore the ways in which students can engage in political and economic systems to address these issues. The course aims to reinforce a variety of oral, written, and technology-based skills students have learned over the course of their high school careers. **This course will satisfy the Civics requirement for the classes of 2024 and 2025.**

AP Government and Politics: United States (Grades 11 & 12) (#1962) 
(1 credit)

Advanced Placement U.S. Government is a college level course that offers the student a sophisticated, thorough grounding in the theories, issues and operation of the modern United States government. Students are expected to read a significant number of articles written by renowned political scientists and economists, and to engage and challenge each other through lively, creative presentations and debates. Students are strongly encouraged to participate in activities oriented toward engagement in the political community. **Students may choose this option, with teacher recommendation, after having successfully completed U.S. History II.**

**Applied Global Studies (#1902)
(1 credit)**

This is a semester-long course dedicated to meeting the individual needs of students through differentiated instruction in social studies. Global Studies is intended to provide students with a grasp of current world affairs. The course looks at every region of the world in an attempt to understand how connected and interdependent the global community truly is. **Placement in this course is contingent upon recommendation by the IEP team and it may not run every year.**

**Applied Government/Civics (#1903)
(1 credit)**


This is a semester-long course dedicated to meeting the individual needs of students through differentiated instruction in social studies. Government/Civics is intended to provide students with an understanding and knowledge of current events in the U.S. Government. The course looks at the history of the government, the Constitution, the three branches of government, and current events within the government. **Placement in this course is contingent upon recommendation by the IEP team and it may not run every year.**

**Social Studies: Current Topics (#1919)
(1 credit)**

This is a semester-long course dedicated to meeting the individual needs of students through differentiated instruction in social studies. Students will learn citizenship and current social studies trends in psychology, sociology, and anthropology using cooperative learning and group projects. The course is designed to enhance the student's abilities in team building and cooperation as well as provide practice and build confidence in presenting. **Placement in this course is contingent upon recommendation by the IEP team and it may not run every year.**

SOCIAL STUDIES ELECTIVES

The social studies department offers several additional courses for students interested in the discipline. Please note that these are academic electives that will assign homework and project based activities and assess student content and skill knowledge just as the core courses of the department.

AP Psychology (Grades 10-12): Advanced Placement (#2283) 
(1 credit)

The Advanced Placement Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. The 2024 course revision has a strong emphasis on student ability to read, understand, and use psychological research and to interpret data to evaluate claims, consider evidence, and support written arguments about human behavior. **Students new to Honors or AP courses are strongly encouraged to take an Introduction to Psychology course before selecting AP Psychology.**

African American Studies (Grades 11 & 12) (#1918)**(.5 credit)**

This course is designed to introduce students to the major themes, issues, and debates in African American history from its African origins to the present. Some of the specific topics covered include African antecedents, colonial and antebellum slavery, the abolition movement, the free black experience, the Civil War, emancipation, Jim Crow segregation, racial violence, black culture, the modern freedom struggle, popular culture, political movements, and the contemporary experience.

Economics (Grades 10 -12) (#1963)**(.5 credit)**

This course introduces the student to both individual economics and systems of economics, the theory of supply and demand, what drives individual decision making, and capitalism and the free market. Students will also be presented with economic applications in today's world. From economics in the world of business, money, banking, and finance, students will see how economics is applied both domestically and globally.

Ethnic Studies (Grades 11 & 12) (#1964)**(.5 credit)**

Ethnic Studies is a course designed to introduce students to experiences of various ethnic communities that are rarely represented in textbooks. It is also a compelling way to examine race, ethnicity, nationality, and culture in the United States. This course will focus on the experiences of Native American, Latino Americans, Asian American, and other immigrants and will also include a section on identity where students will explore Race, Ethnicity, Nationality, Sexuality, and Culture.

History Through Film (Grades 11 & 12) (#1973)**(.5 credit)**

Critical study of filmmaking brings students closer to the people and events they are studying and helps students to become responsible and discriminating viewers, as visual representations of the past abound in today's media. Through a variety of activities, students will compare and contrast significant events with their portrayal on the screen in both Hollywood and documentary film styles. A major goal of the course is to determine what is valid in contemporary films and historical dramas as it is the historian's task to separate fantasy from fact. **It is preferable that students have completed or are enrolled in US II while taking this course.**

Introduction to Psychology (Grades 10-12) (#1980)**(1 credit)**

Introduction to Psychology provides students with an introduction to the study of human thought and behavior. Content includes overview lessons on personality and its development, states of consciousness, the brain and nervous system, learning and memory, intelligence, sensation and perception, emotion and motivation, stress, and abnormal psychology. Study includes experiments, independent research assignments, and supplemental materials combined with an emphasis on discussion and collaboration.

Sociology (Grades 10-12) (#1986)**(.5 credit)**

Sociology introduces students to the sociological perspective and methods of investigation. Students also examine several major approaches to understanding how society functions and how individuals and groups interact, compete, and cooperate with each other. Students then apply these skills and this knowledge as they go on to examine key sociological issues including deviance, crime, violence, social class, gender, race, and death and dying.

Street Law (Grades 10-12) (#1968)**(.5 credit)**

This course serves as an introductory course to the law and the legal system in the United States, and how they affect people in real life. Students will look at the criminal justice system, the Bill of Rights, relevant court cases, and the impact of economic and political issues on the legal system. This course provides students with practical information and problem-solving opportunities that will develop their knowledge and skills necessary for meaningful democratic engagement.

Visual Arts

FACULTY

Vision

The School District of Springfield Township Visual Arts program is dedicated to offering inclusive, equitable, and accessible K-12 Art programming to all of its students through a culturally responsive pedagogy that is grounded in the National Visual Arts Standards.

We foster in our students' art appreciation, skill building and craftsmanship through experiences in a variety of disciplines including 2 dimensional, 3 dimensional, and digital arts while investigating and exploring diverse historical and contemporary references from across the globe.

We help our students develop complex concepts and ideas through personal visual expressions as individual artists, and within their communities through exhibitions, public art installations, as well as connections to future career opportunities in the arts.

Kristi Forjohn,
Department Coordinator

Kristen Greenawalt

Nadia Koltsoon

Jennifer Silvius

Possible Courses for the Visual Arts

9th Grade	10th Grade	11th Grade	12th Grade
Art I; Painting & Drawing; Photography I	Art I; Painting & Drawing; Art II; Ceramics I; Fibers & Design; Photography I; Photography II; Graphic Design	Art I; Painting & Drawing; Art II; Art III; Ceramics I; Ceramics II; Sculpture; Fibers & Design; Glassworks; Photography I; Photography II; Graphic Design	Art I; Painting & Drawing; Art II; Art III; Art IV / AP Studio Art; Ceramics I; Ceramics II; Sculpture; Fibers & Design; Glassworks; Photography I; Photography II; Graphic Design

Art I (Grades 9-12) (#1005)

(1 credit)

Art I is a **prerequisite** for most other Art courses (with the exception of Painting & Drawing, and Photography I). Students explore the elements and principles of design through a wide range of materials and techniques.

Art II (Grades 10-12) (#1010)

(1 credit)

Art II extends the principles and elements of design and visual organization through the exploration of new media, advanced compositional strategies, and expressive techniques. Students experience alternative painting methods and multi-dimensional design. **Students may choose this option after having successfully completed Art I.**

Art III (Grades 11-12) (#1015)

(1 credit)

In Art III students expand their experiences with new media and refine techniques previously studied in Art II. Students complete an independent, problem solving assignment and experiment with materials, techniques, and composition. **Students may choose this option after having successfully completed Art II.**

Art IV / AP Studio Art (Grades 11-12) (#1020 / #1042)

(1 credit)

Art IV/AP Studio Art, a college level course, is the most advanced general art course. It includes greater emphasis on individual development, portfolio preparation, art history, related field trips, career awareness, and advanced presentation skills. **Students may choose these options after having successfully completed Art III.**

Painting and Drawing (Grades 9-12) (#1030)

(1 credit)

Painting and Drawing provides opportunities for students to learn and apply principles and elements of design and color theory through experimentation with drawing and painting techniques. Additionally, students learn to prepare canvases for paint and application of acrylic paints. This course is offered at the introductory level.

Ceramics I (Grades 10-12) (#1035)

(1 credit)

In Ceramics I students produce functional ceramic works using traditional and exploratory hand building, wheel throwing, and glazing techniques. **Students may choose this option after having successfully completed Art I or Painting and Drawing.**

Ceramics II (Grades 11-12) (#1037)

(1 credit)

Ceramics II focuses on advanced and refined techniques of the design and production of functional ceramic artwork. Students will work to achieve individual artistic development. Students study various methods, artists, and cultural styles. **11th and 12th grade students may choose this option after having successfully completed Ceramics I.**

Sculpture (Grades 11-12) (#1053)

(1 credit)

This class teaches students three-dimensional construction with attention to the principles and elements of three dimensional art and design. Sculpture class includes the study and applications of techniques including assemblage, carving, casting, and modeling. Students discover how to create effective spatial relationships using a variety of media, including wire, stone, clay, glass, metal, plaster, and paper. **11th and 12th grade students may choose this option after successfully completing Art I or Painting and Drawing.**

Fibers and Design (Grades 10-12) (#1050)

(1 credit)

Fibers and Design introduces students to a myriad of fiber art techniques while connecting with artists and traditional methods from various cultures around the world. Students will explore beading, image transfer, dyeing, weaving, quilting, felting, fabric design, printing, and needlework. They will develop sensitivity to color, pattern, and design through the application of the elements and principles of design in both functional and decorative crafts as well as non-functional fine arts. **Students may choose this option after having successfully completed Art I or Painting and Drawing.**

Glassworks: Sculpture and Functional Craft (Grades 11-12) (#1029)

(1 credit)

This class will allow students to focus their creative studies in glass making. Students learn many glass working processes and techniques that may include: cutting, grinding, drilling, polishing, etching, casting, painting, fusing, bending/slumping, lampworking (torch), lamination, screen printing, UV glue, glass construction and assemblage. Students will design and create glassworks that are functional and also create non-functional sculpture. **11th and 12th grade students may choose this option after successfully completing Art I or Painting and Drawing**

Photography I (Grades 9-12) (#1560)

(1 credit)

Photography I students study the history of photography, critically analyzing works of art by photographers from a wide range of styles and movements. Students also explore what makes good composition and the techniques used by photographers, including ISO, f-stops, depth of field, lighting, and shutter speeds. By the end of the semester, students operate a digital camera with confidence, begin to build a portfolio of images that show a critical eye for composition, and can download and manipulate images in Adobe Photoshop. **Supplies required: A digital camera and memory card.**

Photography II (Grades 10-12) (#1565)**(1 credit)**

Photography II extends students' knowledge of camera operations and digital photography techniques. They build their knowledge of the history of photography and gain a greater command of the principles of design and elements of art applied to composition. In addition, students further explore techniques in digital image manipulation in Adobe Photoshop and alternative printing techniques. **Students may choose this option after having successfully completed Photography I. A digital camera and memory card is required.**

Graphic Design (Grades 10-12) (#1570)**(1 credit)**

Graphic Design introduces students to the world of communication arts. Students utilize leading software programs (Adobe Illustrator, Adobe Photoshop, and Adobe In Design) used in graphic design. Students learn to skillfully combine text with image to create successful compositions that ultimately shape viewer experiences. In addition, students learn techniques for exporting files into different formats for use across platforms, in multiple applications, and for the web. **Students may choose this option after having successfully completed Art I or Painting and Drawing.**

World Languages

FACULTY

Vision

The World Languages Department of Springfield Township believes that the study of languages is an essential part of one's overall education. Early exposure to languages and cultures provides students the opportunity to achieve high levels of proficiency and cultural literacy. To create this opportunity, we strive to align instruction and assessment to proficiency based performance goals through meaningful, real world interactions that emphasize the three modes of communication: interpersonal, interpretive, and presentational.

Students will begin to develop these critical communication skills in the target language while engaging in a variety of meaningful linguistic as well as cultural activities. Communicating effectively in more than one language and demonstrating an appropriate understanding of culture are successful attributes for members of the 21st Century global community. It is our goal to help foster the development of this global mindset to better prepare our students for success in future endeavors.

Kevin Martin,
Department Coordinator

Jeannie Cohen

Sandra Costanzo

Penni Farrell

Jean Manga

Level One

I

(French, German &
Spanish)

The Level I course introduces students to the study of World Languages and cultures. The basic skills of listening, speaking, reading, and writing will be taught and practiced with emphasis on student performance in both grammar and vocabulary. Students will also have the opportunity to explore interpersonal, interpretive, and presentational communication. Various aspects of the target culture will also be introduced and discussed.

Level Two

II

(French, German &
Spanish)

The Level II course continues the study of World Languages and culture. The basic skills of listening, speaking, reading, and writing will continue to be taught and practiced with emphasis on expanding student performance utilizing interpersonal, interpretive, and presentational modes of communication including real life experiences. More reading and writing is included than in Level I. Various aspects of culture will continue to be discussed, including geography, and history.
Prerequisite: Successful completion of Level I.

Level Three

III

(French, German & Spanish)

The third level language course continues the study of all aspects of language – listening, speaking, reading, and writing. There is increased emphasis on oral expression and on accuracy in spoken and written language. The students will use the language skills they acquire to increase cultural understanding through the use of authentic texts in the target language. There is an emphasis on application of previously learned and newly acquired concepts and skills. This level tends to require students to take more responsibility and ownership of their learning by reconnecting past material with new content. **Prerequisite: Successful completion of Level II.**

Level Four

IV

(French, German & Spanish)

The fourth level language course applies fundamental grammatical concepts in a more sophisticated contextual setting. This **honors level course** develops: increased handling of idiomatic expressions to make the student’s speech and written work authentic; greater skill in pronunciation, rhythm, and intonation; increased knowledge of the cultural behavior and attitudes; social, political, and environmental issues of the target culture; and progression in skills of listening, speaking, reading, and writing. Increased emphasis will be placed on the study of literature and on social norms within the countries of the target language. Classroom instruction and discussion of grammar are almost exclusively in the target language. Students are expected to exhibit greater independence in their own acquisition of the language especially within the previously learned and newly acquired grammar concepts. This course also provides preparation for the AP program. **Prerequisite: Successful completion of Level III.**

Advanced Placement

AP

(French, German & Spanish)

The AP World Languages courses are designed to lead students toward mastery of all aspects of the language equal to a third-year college course in composition and conversation. This class is noticeably more rigorous both in and out of class than the other levels. As such, the focus continues to be on the mastery of listening, speaking, reading, and writing skills as well as the three modes of communication; interpersonal, interpretive, and presentational. Classroom instruction and discussion of grammar are exclusively in the target language. The study of literature is integrated into this skill development. Students who complete this course are expected to take the AP examination. **Prerequisite: Teacher recommendation and successful completion of Level IV.**

Language	Level One (1 credit)	Level Two (1 credit)	Level Three (1 credit)	Level Four Honors (1 credit)	Advanced Placement (1 credit)
French	#1300	#1305	#1315	#1320	#1324
German	#1345	#1350	#1355	#1360	#1365
Spanish	#1325	#1330	#1335	#1340	#1344

Senior Experience

Independent Study (Grades 11-12)

Students may earn credit for independent study work done (during school) outside of the regular school program. Approved programs of independent study must require substantial study, attain the rigor and skill level of comparable Springfield courses, and require achievement of a standard level of performance according to valid and reliable assessments of knowledge and skill. Independent study courses appear on the student's transcript under the heading of "Independent Study: {name of study}" and are graded on a pass/fail basis or, in some cases, with a letter grade. Each independent study course earns 1.0 or 0.5 credit, and students may use the independent study option to earn a total of 1.0 credit over the course of their high school career. All costs associated with the independent study are borne by the student and their family. **Students interested in pursuing an independent study course should approach the topic with a teacher/mentor first to gauge interest. Students must receive PRIOR approval from the counselor AND administration. DEADLINE for paperwork: Semester One (end of first week of school); Semester Two (end of final exam week of semester one).**

Internship Program (Grades 11-12) (#5600) (1 credit)

This program is designed and intended to provide juniors and seniors with meaningful, hands-on learning experiences as an opportunity to learn about career and life beyond the classroom. An internship allows students to experience the world of work while they are still in high school and starting to make decisions about their future. The program connects what is learned in school with the skills needed for success on the job and in life. Students identify a career area of interest and work with a mentor/sponsor in that field to become familiar with the expectations, demands, and rewards of that career.

Internship Requirements:

- Attendance required on all school days (following all rules and regulations of Springfield Township High School) or on weekends as determined by the internship.
- A weekly journal reviewed and signed by the mentor/sponsor
- Evaluation via appraisal rubric twice during the semester
- Weekly meetings with Junior/Senior Internship Program advisor
- Ability to provide own transportation.
- **DEADLINE for paperwork: Semester One (end of first week of school); Semester Two (end of final exam week of semester one).**

Student Eligibility:

- Successfully met graduation, grade, and attendance requirements
- Endorsement from counselor, assistant principal, and parents
- Completed application submitted by deadline

Paid Work Study (Grade 11-12) (#1987) (1 credit)

The Paid Work Study program provides students an opportunity to meet their academic requirements for graduation while gaining valuable work experience. Through this employment experience, students will build the knowledge, skills and self-confidence to be successful in higher education, in the workplace, and in life. Eligibility for the school-to-work option is limited primarily to seniors, with consideration given to juniors on a case-by-case basis. Participants must maintain at least a 2.0 GPA for their in-house courses throughout the program. Students participating in this program will attend their academic classes daily and be granted late arrival/early dismissal to participate in employment during school hours. This elective course may serve as a substitute for any in-school elective requirement. Participating students are required to work on site a minimum of 7 hours a week per credit received. **Students must have a minimum of 7 hours per week. DEADLINE for paperwork: Semester One (end of first week of school); Semester Two (end of final exam week of semester one).**

VISION

The twelfth grade year focuses on final preparation and reflection, as seniors are poised to move independently into the wider academic world. Seniors hone necessary skills and continue to follow their passions. Students engage in deeper specialization, pursuing strands of inquiry through more personalized and passion-based projects and initiatives, known as the senior experience. Seniors are required to engage in at least one of the following experiences prior to graduation during their 11th and 12th grade year. Each offers an opportunity for personalization towards student post-secondary goals. Counselors are available to help facilitate off campus experiences, and planning should occur during junior year of high school.

Partnership On Work Enrichment and Readiness (POWER) Program through Montgomery County Community College (Grade 12) (#2017)

(1 credit)

The POWER Program is an orientation to college life and career development including self-assessment, academic and career success strategies, introduction to time management, familiarization with college resources, and appreciation of cultural diversity. This course also includes a lab component of individualized academic advising throughout the semester by the POWER staff. The POWER program is open to anyone who has been diagnosed with a mental health issue or participates in services offered by the Montgomery County Office of Mental Health and is ideally able to complete college-level work. There is no cost to POWER students for tuition, textbooks or materials. **Students will need to get administrative approval to enroll in this course since it meets during the regular school day.**

Senior Thesis (Grade 12)--Honors

(.5 credit)

In Senior Seminar, students pursue interests as they explore the world outside of the classroom, demonstrating the skills they have gained during high school. Students will initiate and commit to career exploration, community service (**Between 10 to 30 hours are required depending on the program: can be accumulated over 11th and 12th grade**), and/or creative/performing arts experiences. These individualized projects, which allow students to relate research and careers to individualized interests, abilities and aptitudes, can spark curiosity, cultivate talent, and help students develop self-understanding, important skills as seniors prepare to move beyond high school. Students, in coordination with the instructor, a mentor, and peers, will use their goal setting and problem solving skills to define, plan, and create their own projects. As they research their topics, students will evaluate information and synthesize and analyze their findings. All students will maintain a portfolio recording each step of their research and project. Finally, students will communicate their experiences and results through both a written product and a presentation of their research and hands on experience, thus utilizing effective speaking and listening skills. Students are encouraged to be creative, to challenge themselves, and to use all of the skills they have learned throughout their educational journey at Springfield Township High School. This course values individual freedom and flexibility while maintaining high standards for achievement. This course will allow students the opportunity to evaluate and describe the impact of the following on their research/career decisions: community service, internship, job shadowing, part time employment, school-based enterprise, industry-based career programs, dual enrollment, and industry certification programs, if applicable.

- **Humanities (#1985)** (This course is designed for students interested in pursuing careers in the humanities after high school, and will be facilitated by an English or social studies teacher.) Students will receive Honors credit.
- **STEM (#1097)** (This course is designed for students interested in pursuing careers in STEM related fields after high school, and will be facilitated by a math or science teacher.) Students will receive Honors credit.

Senior Thesis for Students Attending Eastern (Grade 12) (# 1993)

(.5 credit)

Students create an independent project based upon skills and interest in their program of studies at The Eastern Center for Arts and Technology. Students, in coordination with the instructor, a mentor, and peers, develop a detailed organizational plan that includes their outline for project development, hands-on experience, and a culminating presentation. Students are encouraged to be creative, to challenge themselves, and to use all of the skills they have learned throughout their educational journey at STHS and Eastern.

Studies at Colleges and Universities/Dual Enrollment (Grade 12)

(1 credit)

Students considering taking a course through a college or university, whether online or seated, and whether dual enrollment or not, must discuss their plan with their counselor prior to enrolling in a course. The student is responsible for tuition and transportation, and is expected to report to the course location each day by the designated time. On days the course does not meet, the student will be assigned a location within the school building. For details regarding qualifications for enrolling in studies at other educational institutions, students should contact their counselor at least one semester in advance of the course. Students who participate in these programs will receive high school credit, and where applicable, college credit. **Students must complete a Dual Enrollment form and receive prior counselor and administrative approval prior to registering for a college course. DEADLINE for paperwork: Semester One (end of first week of school); Semester Two (end of final exam week of semester one).**

Virtual High School (VHS)

Virtual High School (VHS) is a collaborative of high schools from around the world, offering courses for students that Springfield Township High School (STHS) can't offer in a "live" classroom. All course activities take place online through the VHS website allowing students to delve deeper into topics or get a "taste" of something new. As in face-to-face courses, online courses involve readings, group discussions, collaboration with classmates, and individual/group assignments. Students who choose this option will be expected to complete their work and engage in course activities independently under the supervision of the VHS site coordinator, Becky Edelmayer. STHS reserves twenty to twenty four seats in VHS through the course of the school year, so space is limited to students with at least a 2.5 cumulative GPA. Interested students should discuss this option with their guidance counselors. Seniors receive preference in the scheduling process. Please see the [VHS catalog](#) for more information.

Becky Edelmayer, Librarian & VHS Site Coordinator Tentative Course Offerings 2024-2025

<p>AP Courses AP Art History AP Economics* AP Environmental Science* AP European History* AP Human Geography* AP Music Theory AP Physics 1* AP World History*</p> <p>Arts American Popular Music Art History (Honors) Creating Art History Experiencing Jewish Texts and Identity through the Arts Music: Fundamentals of Composition Music Listening and Critique</p> <p>Business Business and Personal Law Business Math International Business Investing in the Stock Market Marketing and the Internet</p> <p>Computer Science & Technology Computer Assisted Drafting & Design (CAD) Creative Programming with Scratch Cybersecurity Java Fundamentals for Science & Engineering (Honors) Programming in Visual Basic</p>	<p>Language Arts Fantasy and Science Fiction Short Stories* Film and Literature Folklore and Literature of Myth, Magic, and Ritual (Honors)* Ghoulies, Ghosties, & Long-Legged Beasities* Horror Writers* Modern Jewish Short Stories* Mythology* Poetry Writing* Shakespeare in Films (Honors) 20th Century Women Authors (Honors)* Young Adult Literature</p> <p>Mathematics Math and Modern Logic (Honors) Number Theory*</p> <p>Science - Earth and Space Science Climate Science (Honors)* Meteorology* Oceanography (Honors)*</p> <p>Science - Life Science Biochemistry (Honors)* Bioethics (Honors) Biotechnology* Epidemics* Evolution of Nature and Science* Genes and Disease (Honors)* Pre-Veterinary Medicine (Honors)</p> <p>Science - Physical Science Engineering Principles Forensic Science* Nuclear Science* Sustainable Engineering (Honors)*</p>	<p>Social Studies Constitutional Law* Contemporary Issues in American Law and Justice* Criminology* Economics (Honors)* Modern Middle East (Honors)* Peacemaking Philosophy I (Honors)* Practical Law Psychology of Crime (Honors)* Sports and Society The Glory of Ancient Rome (Honors)* The Holocaust* World Conflict, a United Nations Introduction* World Religions*</p> <p>World Languages American Sign Language* Italian Language and Culture* Latin I (full year)* Latin II (full year)* Latin III (full year)* Mandarin Chinese Language and Culture* Portuguese I* Russian Language and Culture* Spanish Culture and 20th Century Hispanic Literature (Honors)*</p> <p>*NCAA Approved</p>
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Eastern Center for Arts and Technology

Programs taken at EASTERN are considered part of the high school program and count as elective credit toward graduation.

Programs enrich the student's high school experience. They give students the opportunity to reinforce their career path after high school, get a head start in collegiate studies in that field and get ready for employment. Most of the half-day programs offer advanced placement college credit opportunities for students continuing their education after high school in similar majors.

Career programs in 16 career areas are scheduled 5 days a week for 2 hours 45 minutes from 7:45 a.m.–10:30 a.m. or 12:00 p.m. to 2:45 p.m., and are primarily offered to 11th and 12th grade students. They are recommended as a two-year sequence for students, except for Allied Health, which is a senior-only option. If space is available, one-year seniors are accepted into all programs. A work experience program is available to qualified second-year students incorporating on-site job experiences (when available) with classroom learning.

Many programs offer advanced placement/college credit options at colleges like Harcum College, Universal Technical Institute, and Montgomery County Community College.

EASTERN students may qualify for up to 9 free college credits through Perkins statewide articulation agreements. All state-wide articulation agreements can be found [here](#). Students/parents will be solely responsible for tuition and fees for MCCC dual enrollment.

*******Please note that there are course material fees for tools of the trade and required clothing related to several programs. Families with a financial need should contact Ferne Andre, 215-784-4800 Ext. 314, or Amy Shields at 215-784-4806 at the EASTERN Center for Arts and Technology, or the Counselors at STHS. Financial assistance may be available on a case by case basis.*******

Allied Health



Be sure a career in a health field is for you and earn college credit along with way – take Allied Health! This one-year senior-only program is designed for students with rigorous academic preparation who plan to continue their education in college to prepare for a career in the health field. With higher education, this program prepares the student for success in such career fields as nursing, radiology or physician's assistant. Students have the opportunity to explore careers in the healthcare field through job shadowing, guest speakers, and facility tours. Opportunities are dependent upon availability of the clinical sites and speakers. This program offers the potential of earning 3 transferable college credits at Montgomery County Community College at a reduced tuition rate. This unique opportunity provides students with a first-hand look at the many healthcare careers available to them. Students prepare for a career in the health field requiring postsecondary education. With further education and experience, students can find opportunities in occupations such as nurse, radiology technologist, physician's assistant, and licensed practical nurse. Students have continued their education at Aria Health School of Nursing, Arcadia University, Bloomsburg University, Cedar Crest, Delaware State University, Gwynedd Mercy University, Holy Family University, Jefferson School of Medicine, LaSalle University, Montgomery County Community College, Moravian College, Penn State University, West Chester University, Villanova University, York College, and Widener University.

MORE ABOUT EASTERN

EASTERN is accredited by the Middle States Association of Colleges and Schools.

The campus is located in Willow Grove and is owned by nine school districts in Eastern Montgomery County.

They include Abington, Bryn Athyn, Cheltenham, Hatboro-Horsham, Jenkintown, Lower Moreland, Springfield Township, Upper Dublin and Upper Moreland.

More information about EASTERN is available at www.eastech.org or can be found [here](#).

Students can earn CPR, AED, and First Aid Training through the Emergency Care and Safety Institute (ECSI), and Direct Care Staff Training certification from the Pennsylvania Department of Human Services.

Three days a week at EASTERN, student coursework will include dual enrollment with Montgomery County Community College, affording participants the opportunity to earn three college credits for Medical Terminology as part of the Allied Health Program. **Prerequisites: "C" or better in Algebra I & II, Biology, and Chemistry; lab-based science or AP Biology; high-level math (post Algebra I); high school GPA of 2.5 or higher preferred; physical exam and police check as mandated by state law; child abuse clearance; PPD (tuberculosis skin test); flu shot required; no disciplinary issues at the participating high school; good attendance; job shadow experiences may require COVID-19 vaccinations and boosters per the hosting facility. Materials for this program cost between \$350 and \$375. This does not include MCCC tuition.**

Automotive Technology

Fast cars...great jobs!! This two-year career program is designed for the student who is serious about working in the automotive industry. One-year seniors will be considered if space is available in the program. The Automotive Technology program prepares students for entry level employment as automotive technician trainee, maintenance and light repair, and new car prep. With further education and experiences, students can find opportunities in occupations such as automotive service, engineering and design, manufacturer representative, and automotive insurance industry/damage appraisal and testing. **Materials for this program cost between \$100 and \$150.**

Students can earn Valvoline Oil, SP/2 in Automotive Service Safety, SP/2 in Automotive Service Pollution Prevention, Resume Building, and Automotive Lift Institute Certification. Students will prepare to sit for the Automotive Series exams in the ASE entry-level certification program. Students are also prepared to sit for the PA State Inspection and PA State Emissions Licenses. Per Pennsylvania State regulations, students must be 18 years old and register at an approved testing facility. Dealerships offer factory certifications to students. Students from EASTERN's program may qualify for advanced standing by special agreement with Ohio Technical College, Universal Technical Institute, and University of Northwestern Ohio. Students have continued their education at Automotive Training Center, Lincoln Tech, Ohio Technical College, Pennsylvania College of Technology, Thaddeus Stevens College of Technology, and the Universal Technical Institute. Postsecondary is particular important if students want to pursue diesel, heavy equipment, racing, powersport or marine licensing.

Business and Technology Professional



Earn college credits while in high school and explore the possibilities of professionalism! The Business and Technology Professional program will prepare students for a career in a professional business environment. This program can provide students with dual enrollment college credits at Montgomery County Community College's Office Administration program. In this two-year half-day program, students study the current Microsoft Office applications including Word, Excel, PowerPoint, Outlook, and other communications technologies. The program prepares students for entry level employment as data input specialist, customer service representative and administrative assistant. With further education and experience, students can find opportunities in occupations such as human resources, legal office manager, health records management, accounting clerk and office manager.

Students will leave the program well-versed on creating spreadsheets, composing correspondence, managing databases, creating presentations, document management, and on the use of office machines. Students will enhance their communication, independent thinking, problem-solving, interpersonal, and soft skills. Students have continued their education at Clarion University, Community College of Philadelphia, Johnson and Wales University, Montgomery County Community College, Northampton Community College, Pennsylvania College of Technology and Temple University. Business and Technology Professional students may participate in dual enrollment with Montgomery County Community College for 9 transferable college credits. **Materials and fees: Year 1- approximately \$400; Year 2- approximately \$200. Fees are subject to change based on Montgomery County Community College (MCCC) tuition rates. Access to a working computer (Windows) is necessary.**

Collision Repair Technology

You'll meet industry standards to be a success in this field! A student enrolled in this two-year career program benefits from a combination of classroom instruction and hands-on experience needed to carry out repairs on motor vehicles. Students use I-Car (Inter-Industry Conference on Auto Collision Repair) enhanced curriculum. One-year seniors will be considered if space is available in the program. One of only seventeen programs in Pennsylvania certified by the National Institute for Automotive Service Excellence (ASE) for meeting industry standards, the Collision Repair Technology program prepares students for careers in automotive refinishing or support, sheet metal/cosmetic repair, or frame/structural repair. With higher education, students may pursue careers in the following fields: Automotive, marine and aeronautical service, new car design, Springfield Township High School Program of Studies 2024-2025

manufacturing representative, insurance industry damage appraisal and testing, race car fabrication and vehicle engineering, metal fabrication, safety design engineering, technical writing, consumer information technologies, collision test engineering, and teaching. **Materials cost between \$130 and \$175.**

In this program, students can earn their S/P2 safety and pollution prevention certificates and benefit from the program's relationship with the I-CAR Training Alliance. Students from EASTERN's program may qualify for advanced standing by special agreement with the Pennsylvania College of Technology. Students have continued their education at Automotive Training Center, Lincoln Tech, Ohio Technical College, Pennsylvania College of Technology, Universal Technical Institute, and WyoTech. Through an articulation agreement with Ohio Technical College, Collision Repair Technology students can earn up to two Auto Body courses.

Construction Technology

Get satisfaction from building projects and working with current materials used in the field to refine your construction skills! This two-year career program is the first step for students interested in pursuing a successful career in the construction field including carpenter pre-apprentice, exterior remodeling and installation, or roofing and siding helper. One-year seniors will be considered if space is available in the program. With higher education, students may pursue careers in architecture, general contracting, teaching, surveying, construction management, construction technology, civil engineering, architectural engineering, code enforcement, and insurance. Students will work on both residential and commercial construction in the school's shop area. **Materials and fees cost between \$85 and \$100.**

Students from EASTERN's program may qualify for advanced standing at the Pennsylvania College of Technology or may want to consider an apprenticeship program after high school. Students have continued their education at Montgomery County Community College, Pennsylvania College of Technology, Penn State Abington, Thaddeus Stevens College of Technology and Williamson Trade School.

Cosmetology

Save thousands of dollars by taking this program in high school! This two-year program will provide the skills necessary to begin a career in the cosmetology field. With higher education, students may pursue careers in each of the following: cosmetology management, teaching, product representation, and development/design. In Pennsylvania, as well as other states, cosmetologists must be licensed to practice in the field and students can earn this license in EASTERN's program. After completion of 1,250 hours, students are prepared to take the Pennsylvania State Board of Cosmetology licensing exam. One-year seniors will be considered if space is available in the program. **Materials and fees cost between \$500 and \$650.**

Students have continued their education at Bucks County Community College, Community College of Philadelphia, and Lansdale School of Cosmetology.

Culinary Arts

Don't be afraid to take whisks! Build your culinary skills and techniques at EASTERN so you can compete in this field! This two-year half-day program enables students to acquire a variety of skills including soup and sauce preparation, preparation of meat, fish and poultry entrees, baking, kitchen sanitation, purchasing, and inventory controls. One-year seniors will be considered if space is available in the program. The program prepares students for entry level employment as a prep cook, cook, or chef. With further education and experience, students can find opportunities in occupations such as food and beverage management, grocery and retail prepared foods, country club food services, cafeteria production and fast food franchise food production. **Materials and fees cost between \$135 and \$150.**

Students also have the potential to earn up to nine transferable college credits through an articulation agreement with Montgomery County Community College. Students have continued their education at Bucks County Community College, Culinary Institute of America, Indiana University of PA, Delaware Valley College, Johnson and Wales University, Millersville University, Montgomery County Community College, Penn State, Temple University, Walnut Hill College, and Widener University. Students in this program can earn the ServSafe Certification, which is an entry-level food safety training and certificate program administered by the National Restaurant Association; ServSafe Manager certification, which is required in a food services supervisory role; and S/P2 – Culinary, which is an online certification that teaches safety, sanitation, and career readiness skills.

Design, Photography, and Illustration

You'll develop your own portfolio! This two-year career program covers everything from conceptual drawing and design to a professional portfolio. Students learn the value and application of their unique styles in both design and illustration and how to use industry-standard software on the Macintosh platform. Core software includes Adobe InDesign, Adobe Photoshop and Adobe Illustrator. One-year seniors will be considered if space is available. The program prepares students for careers in

commercial illustration, image editing and graphic design. With further education and experience, students can find opportunities in occupations such as graphic design, commercial illustration, digital imaging design, animation, computer-generated graphic art, and multimedia specialist. **Seniors will have their portfolios reviewed by art school representatives. Materials cost between \$125 and \$155.**

At the conclusion of this program, students will have accumulated a portfolio that represents professional work that can be found in many art colleges. Students have continued their education at Fashion Institute of Technology, Full Sail University, Hussian College, IUP, Kutztown University, Marywood University, Montgomery County Community College, Pennsylvania College of Art and Design, Penn State Abington, Temple/Tyler School of Art, University of the Arts and West Chester University. Students may qualify for advanced placement college credits at Pennsylvania College of Art and Design and Hussian College.

Electrical Technology

Our training will provide the essential hands-on and safety skills that a student needs to pursue a rewarding career in the electrical construction industry. This two-year multifaceted career program enables the student to learn the basics of electricity as well as residential and commercial wiring, data cabling and basic fiber optic installation. Students will be prepared for a career in retail sales, electrician's helper, maintenance helper, or electrician. One-year seniors will be considered if space is available in the program. With higher education, students can become commercial electricians, electrical engineers, teachers, computer systems engineers, and communication personnel. **Prerequisites include good color vision and the ability to climb a ladder. Materials and fees cost approximately \$75.**

Students have the opportunity to qualify for advanced placement college credit at Pennsylvania College of Technology, or they may wish to pursue an apprenticeship after high school. Students have continued their education at Bucks County Community College, EASTERN's Continuing Education Electrician Program, Montgomery County Community College, Pennsylvania College of Technology, Temple University, Thaddeus Stevens College of Technology and Williamson Trade School.

Exercise Science and Rehabilitation

Turn your love of exercise, training, and wellness into an exciting and lucrative career! EASTERN's newest program, Exercise Science and Rehabilitation, will provide an in-depth look at the many career opportunities in this field, learn how to treat sports-related injuries and provide personal training. This program will involve studying the body under physical stress such as exercise, physical sports, or occupational therapy. This helps physical therapists, coaches, and trainers ensure the safety and health of their patients and clients. One-year seniors will be considered if space is available in the program. **Materials and fees: Approximately \$100 to \$375.**

Students can potentially earn OSHA Healthcare, CPR/ First Aid, ACSM Certified Personal Trainer, and AMCA Physical Therapy Aide. The employment outlook for careers in this field show continued growth. EASTERN's goal is to ensure that students are ready for a related postsecondary program or able to confidently enter the field in an entry-level position. Local related postsecondary programs are available at Thomas Jefferson University, Temple University, and Rutgers University.

Heating, Ventilation and Air Conditioning (HVAC)

There is always a demand for these services! This two-year career program provides a comprehensive foundation of the basic theories and principles of heating, air conditioning and heat pump systems. One-year seniors will be considered if space is available in the program. Students will be prepared for a career as a heating and air conditioning installation technician, heating and air conditioning service technician, or a heating and air conditioning helper. With higher education, students can pursue careers in the fields of residential heating, air conditioning, mechanical technology, mechanical engineering, insurance, and building maintenance. **The cost of materials and fees is between \$95 and \$145.**

Students have the opportunity to qualify for advanced placement college credit at the Pennsylvania College of Technology. Through a college credit articulation agreement with the University of Northwestern Ohio, students can earn up to 6 credits for Service and Procedures. Students have continued their education at Orleans Technical College, Pennsylvania College of Technology, Penn State Abington, and Thaddeus Stevens College of Technology.

Networking and Cybersecurity



Be a college student while still in high school! While in EASTERN's Networking and Cybersecurity program, you can choose to enroll in Montgomery County Community College for up to 12 transferable credits! In this two-year half-day program, students must pass the TestOut Windows Server Certification in the first year of the program and are prepared for other industry certification exams. The program prepares students for careers in network and systems administration. With further Springfield Township High School Program of Studies 2024-2025

education and experience, students can find opportunities in occupations such as network and computer administrator, computer network support specialist, network engineer and security. One-year seniors will be considered if space is available in the program. **Prerequisites: Strong math background recommended. Materials and fees cost between \$400 and \$600 per year (includes tuition and books). Access to a working computer (Windows) is a must. This program receives Honors Credit.**

Students have continued their education at Montgomery County Community College, Penn State Abington, Pennsylvania College of Technology, Temple University, Drexel University, and Indiana University of Pennsylvania.

Protective Services

Action, adventure and saving lives! You'll earn several certifications to give you a head start on careers in this field. This two-year half-day class is a multi-disciplined program developed in consultation with a countywide advisory committee of law enforcement, fire science, security professionals and post-secondary institutions. Detailed instruction is provided on leadership, criminal, motor vehicle crash and fire investigation, first responders, security systems, terrorism, firefighting, hazardous materials and emergency communications. With further education and experience, students can find opportunities in occupations such as Fire Marshal or fire line officer, police department administrator or police line officer, industrial security administrator, corrections, Emergency Medical Services (EMS), Transportation Security Administration (TSA), or commercial security administrator. One-year seniors will be considered if space is available in the program. **Materials and fees: Approximately \$200.**

Students in the program have the opportunity to earn the following certifications: Students can earn Hazardous Materials Awareness and Operations through testing by Bucks County Community College, and CPR, First Aid and AED through testing by the American Red Cross or American Heart Association. Students also earn certificates in the National Incident Management System levels 100, 200, 700, and 800. Students have continued their education at Alvernia University, Bloomsburg University, Community College of Philadelphia, Bucks County Community College, Kutztown University, Lock Haven, Millersville University, Montgomery County Community College, Penn State, Shippensburg University and all branches of the U.S. Military.

Robotics and Automated Technology

Are you inspired by innovation and new technology? In this two-year program, students will learn to design and build robotic devices and diagnose and repair state-of-the-art automated equipment. Students will perform activities and obtain knowledge in areas such as electronics, robotics, mechanical systems, fluid power systems, programmable logic controllers, and control systems. One-year seniors will be considered if space is available. Students prepare for a career in robotics and automated technologies fields requiring postsecondary education. With further education and experience, students can find opportunities in occupations such as Mechatronics Technician, Electronics Technician, Mechanical Engineer, Electrical Controls Engineer, and Manufacturing Engineer. **Materials and fees are approximately \$75.00. This program receives Honors Credit.**

Students can continue their education at postsecondary schools such as Montgomery County Community College, Delaware County Community College, Penn State University, Lehigh University, University of Pennsylvania, Temple University, and Widener University. Students can potentially earn OSHA 10-Hour General Industry Manufacturing Certification, and Universal Robotics 32 Hour ANSI/IACET Cobot certification.

Veterinary Science

Veterinary Science provides the opportunity to pursue a career in the animal care industry, and will provide students with a working knowledge of small animal industries. This two-year career program will teach students to support veterinarians by providing assistance during animal examinations; treatment administration and monitoring; managing animal and related health record information; and how to perform a range of selected practice-related duties. One-year seniors will be considered if space is available in the program.

The program prepares students for entry-level employment in pet and pet supply stores, grooming salons, kennels, animal humane societies, farms, and ranches. With further education and experience, students can find opportunities in occupations such as veterinary technician, veterinary assistant, and in animal research. Students have continued their education at Harcum College, Manor College, and Delaware Valley University. Students who complete EASTERN's Veterinary Science program with an average grade of "B" or better may receive 3 credit hours for Harcum College's ACM 101 – Introduction to Animal Center Management.

Students can earn the Occupational Safety and Health Administration 10 – Healthcare certification. **Materials and fees cost between \$100 and \$375. Prerequisites: a Grade of C or better in Algebra I & II; Grade of 'C' or better in Biology or**

Advanced Science Course (College Prep Level); high school GPA of 2.5 or higher; no animal allergies; no disciplinary issues at Springfield Township High School; good attendance.

Welding Technology

Good welders make good money...learn how at EASTERN! This two-year career program is designed for the student who is interested in the industrial engineering field. With higher education, students will be able to work in the fields of mechanical, aerospace, or industrial engineering, physical metallurgy, entrepreneurship, teaching, equipment sales, and welding engineering. One-year seniors will be considered if space is available in the program. Students will learn about the properties of different types of metals and how to join them using state-of-the-art welding equipment. The program will prepare students for careers as combination welders, welder/fabricators, and MIG welders. With further education and experience, students can find opportunities in occupations such as mechanical, aerospace or industrial engineering, business owner, equipment sales and welding engineer. **Materials and fees cost approximately \$260.**

Students can earn Occupational Safety and Health Administration 10 and S/P2, and students that meet program task requirements have the opportunity to take the American Welding Society D1.1 qualification test to certify them for welding on structural steel. Students have continued their education at Divers Academy International, Lincoln Tech, Penn College of Technology, and Thaddeus Stevens. Students may also qualify for advanced placement college credit at Pennsylvania College of Technology.

FURTHER RESOURCES
COURSE SELECTION WORKSHEET

Directions: Use this worksheet to plan your course selections. Keep it in front of you as you request classes online during the course request window.

Core Curricular Areas	Course	Level (Ac, H, AP)	Course#	Credit
Language Arts				
Social Studies				
Mathematics				
Science				
World Language				
FOUR ELECTIVE CHOICES				

Note: 9th & 10th grade students are required to register for 8 credits. All others are required to register for a minimum of 7 credits per year. Students are encouraged to select TWO choices for electives as they are not always guaranteed their first choice.

School District of Springfield Township

Dr. MaryJo Yannacone
Superintendent

Dr. Damian Johnston
Assistant Superintendent

Dr. Michelle Lutz
Director of Support Services

Dr. Meghan Dennis
Director of Student Services

Nicolle Schrage
Supervisor of Special Education

Springfield Township High School

Dr. Charles E. Rittenhouse
Principal

Dr. Scott M. Zraggen
Assistant Principal

Mr. Pierre A. LaRocco
Assistant Principal

Mr. Joe Ferraro
Athletic Director

It is the policy of the District in maintaining a positive learning and working environment to prohibit any form of sexual harassment. Sexual harassment shall consist of unwelcome sexual advances, requests for sexual favors and/or other inappropriate verbal or physical conduct of a sexual nature, verbal harassment or abuse, pressure for sexual activity, repeated remarks to a person with sexual or demeaning implications, unwelcome touching, or suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning grades, job status or position in the organization. It shall be a violation of this policy for any student or staff member to harass any student or staff member. Complaints of sexual harassment should be presented to the District's Title IX Coordinator Emily Kehr at 215-233-6000.