

# Sophomore Curriculum Night 2025

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# Benefits of being an IB graduate

A red starburst graphic with multiple points, containing text about the IB Diploma and Bright Futures Scholarship.

IB

Diploma=Full  
Bright Futures  
Scholarship

Significantly greater likelihood of using a range of critical-thinking skills

Students felt prepared for university coursework involving research; intended to conduct future research; and found that their research skills to be important to future success;

Students developed an ethic of service; became more caring, open-minded, and reflective; and developed more self-confidence and maturity

DP students scored higher on 9 out of 10 items that tested their knowledge of US government structure, functioning and history.

# The Diploma Years

Prepares  
you for...

84.6% of DP candidates globally enrolled in university immediately after high school compared to the national average of 66%, 100% at SPHS IB.

A greater percentage of DP candidates enrolled in more selective institutions

90.4% of DP candidates who enrolled in a four-year postsecondary institution immediately after high school were enrolled in the same institution the following year

66.5% graduated within 4 years compared to the national average of 41.4%

Our students are persistent, prepared, and proficient!

**College Data from the Florida Association of IB Schools:**  
Preliminary results of an ongoing initial survey of over 2,000 IB students in the state of Florida shows IB student acceptance rates continue to outpace the overall acceptance rates

University	IB Student Acceptance	Overall Acceptance
University of Florida	59%	30%
Florida State University	78%	37%
University of Central Florida	90%	36%
Princeton	5%	4%
Brown	11%	6%
University of California, Berkley	34%	15%
University of California, Los Angeles	27%	11%
New York University	20%	13%
University of Michigan	40%	20%
Duke	12%	6%
University of Pennsylvania	10%	6%
Yale	8%	5%
University of Virginia	35%	21%

# What does SL and HL mean?

Content Classes are defined as SL or HL and are two year courses

- ▶ SL=Standard Level
- ▶ HL=Higher Level
  - ▶ Typically, Higher Level courses' content covers a wider breadth of content, goes deeper into the content topics, and requires further assessment requirements
- ▶ All SL and HL courses are two year courses

# IB Courses ARE College Courses



Earn college credits and/or place into more challenging classes in college for every IB course passed with a 4-7

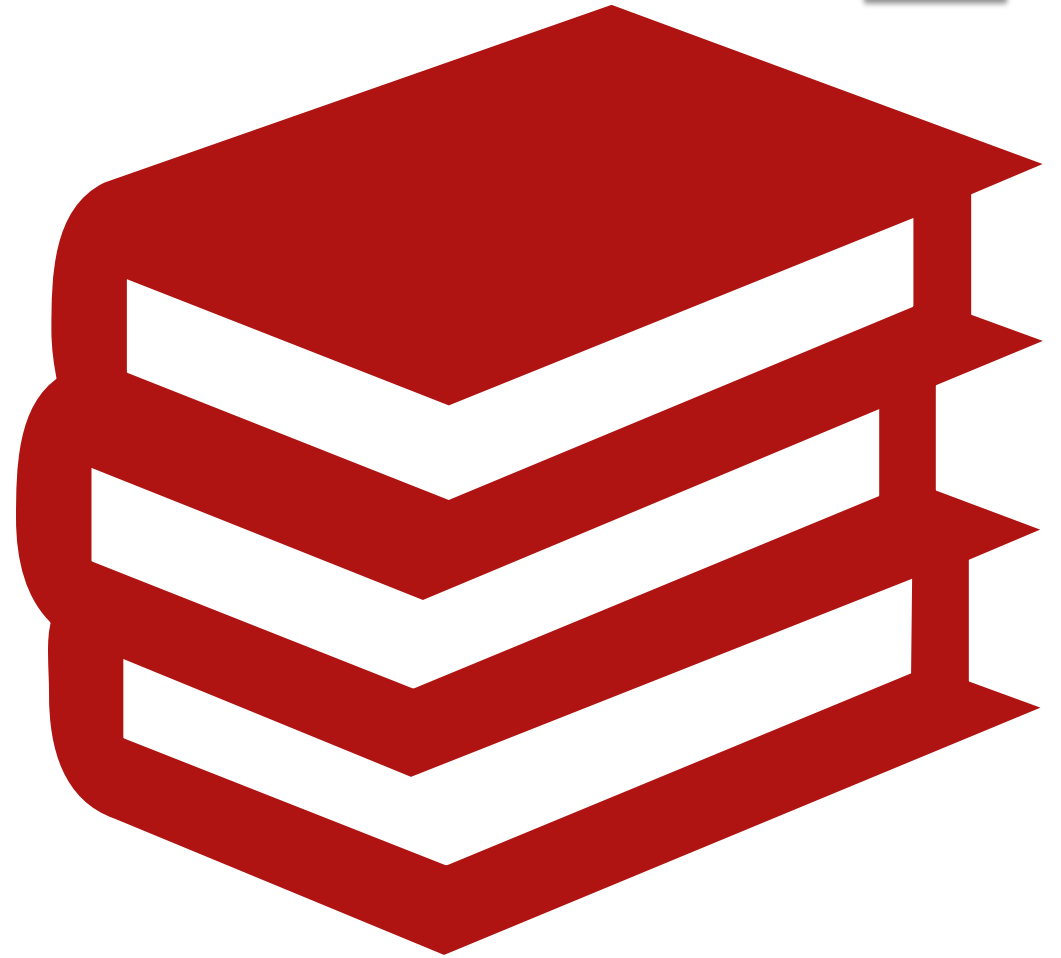
\*Dependent on University's eligibility requirements



For Florida colleges, students can earn up to 45 college credits (1 ½ years) with the completion of the IB Diploma

How many HL  
and SL classes do  
I take?

- ▶ IB requires 3 HL  
and 3 SL courses





# How do I earn my IB Diploma?

- ▶ Each course is out of 7 points (determined by IB exams)
  - ▶ earn 12 points in HL Courses
  - ▶ earn 9 points in SL Courses
  - ▶ earn 24 points overall
- ▶ Complete the CAS Programme (learning outcomes and project)
- ▶ Complete Independent Extended Essay
- ▶ Pass the TOK Core Course





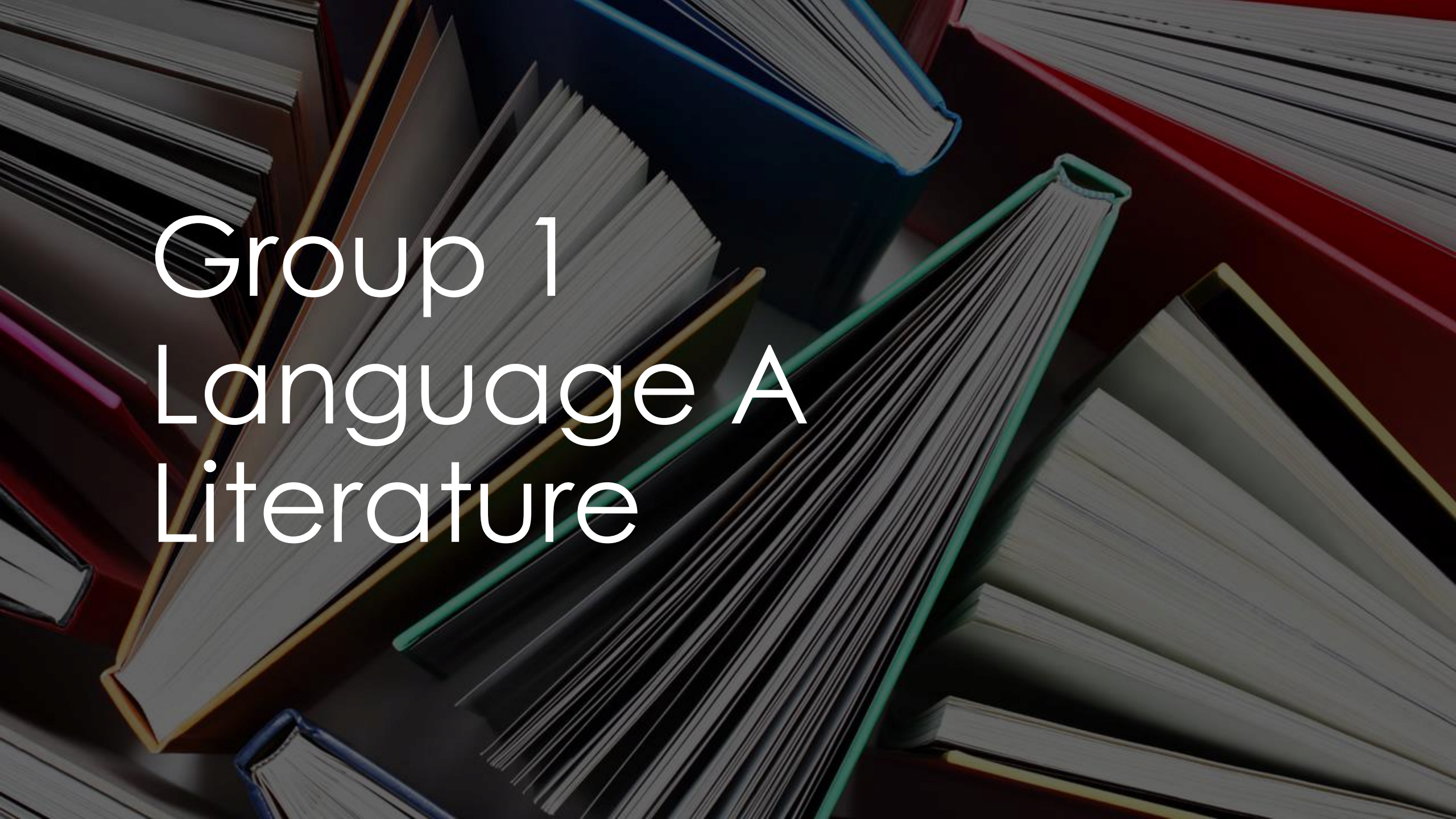
# What do we call assessments or exams in IB?

## Internal Assessments (IAs)

- Completed with the teacher, during the course, both in and outside of class
- Research related
- Called Individual Oral (IOs) in Literature and World Language because these are presented 1:1 with the teacher orally

## External Assessments

- Completed at the end of the course in May
- Consist of short answer, multiple choice, and essays
- Called Papers (Paper 1, 2, and/or 3)



# Group 1 Language A Literature

# Language A Literature: overview

## **CLASSES:**

- ▶ HL and SL students are grouped together in the same class. There are NO separate sections for HL and SL students.
- ▶ All coursework is completed together. Students read the same works of literature, take the same tests, and complete the same assignments regardless of their level of study.
- ▶ However, there are times in the course of the two years where SL students are excused from a unit of study.

# SL vs. HL Language A Literature

## Internal Assessments:

### Higher Level

- ▶ **Individual Oral**- 20% of diploma score
  - Students select two passages from two works we read over the course of study. They spend 10 minutes discussing a global issue present in both passages followed by 5 minutes of teacher questions.
- ▶ **Higher Level Essay**- 20% of diploma score
  - 1200 to 1500 word essay on a topic of the student's choice from a work covered in class.

### Standard Level

- ▶ **Individual Oral**- 30% of diploma score
  - Students select two passages from two works we read over the course of study. They spend 10 minutes discussing a global issue present in both passages followed by 5 minutes of teacher questions.



# SL vs. HL Language A Literature

## External Assessments:

### Higher Level

#### ► Paper 1: - 35% of diploma score

- Guided literary analysis of two unseen passages.
- HL students write two essays in 2 hours and 15 minutes.

#### ► Paper 2- 25% of diploma score

- The paper consists of four questions of a general nature. Students select ONE question and will write a comparative essay referring to only two works studied in the course.
- The format, questions, assessment criteria, and length is identical for HL and SL students.

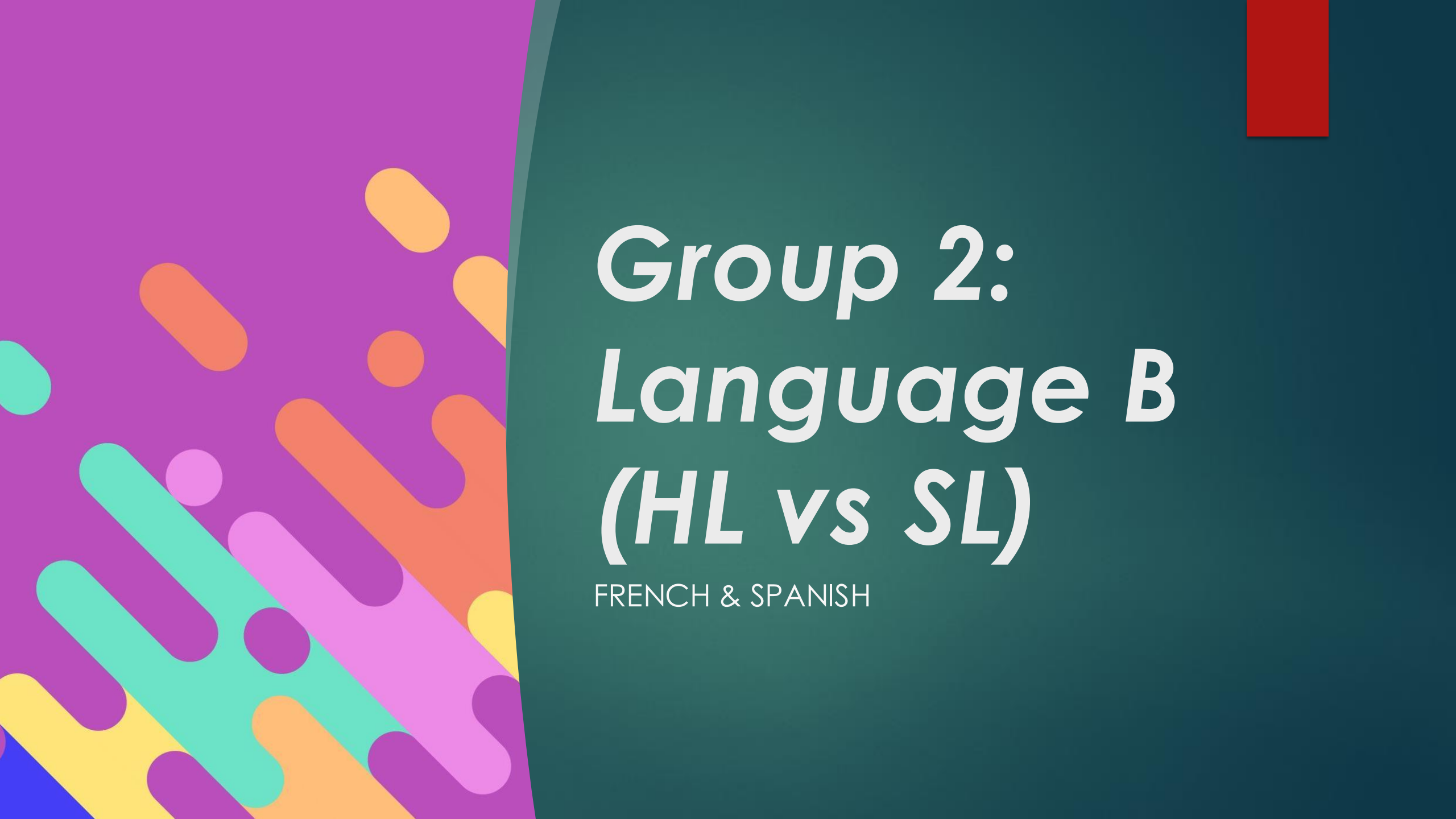
### Standard Level

#### ► Paper 1: - 35% of diploma score

- Presented with two unseen passages, students select one to write a guided literary analysis essay.
- SL students write ONE essay in 1 hour and 15 minutes.

#### □ Paper 2- 35% of diploma score

- The paper consists of four questions of a general nature. Students select ONE question and will write a comparative essay referring to only two works studied in the course.
- The format, questions, assessment criteria, and length is identical for HL and SL students.



# *Group 2:* *Language B* *(HL vs SL)*

FRENCH & SPANISH

# Seal of Biliteracy

- ▶ ALL IB students are on the path to achieving the gold seal of biliteracy through IB World Language if they complete their 4 years of IB World Language with a 3.0 or higher!



# Language B (HL vs SL) - Assessment Component Weighting

5 themes (Identities, Experiences, Human Ingenuity, Social Organization and Sharing the planet)

## HL

- ▶ **Paper 1 (1 hour 30 minutes) (25%)**
- ▶ One writing task of 450–600 words from a choice of three, each from a different theme
- ▶ **Paper 2 (2 hours) (50%)**
- ▶ Listening comprehension (1 hour) (25 marks)
- ▶ Reading comprehension (1 hour) (40 marks)- Comprehension exercises on three audio passages and three written texts (1 literature text)

## SL

- ▶ **Paper 1 (1 hour 15 minutes) (25%)**
- ▶ One writing task of 250–400 words from a choice of three, each from a different theme
- ▶ **Paper 2 (1 hour 45 minutes) (50%)**
- ▶ Listening comprehension (45 minutes) (25 marks)
- ▶ Reading comprehension (1 hour) (40 marks) - Comprehension exercises on three audio passages and three written texts

## Language B (HL vs SL) - Assessment component Weighting

5 themes (Identities, Experiences, Human ingenuity, Social organization and Sharing the planet)

### HL -Internal assessment (25%)

- ▶ **Individual oral assessment (25%)**
- ▶ A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus.

### SL -Internal assessment (25%)

- ▶ **Individual oral assessment (25%)**
- ▶ A conversation with the teacher, based on a visual stimulus on a theme (Identities, Experiences, Human ingenuity, Social organization and Sharing the planet), followed by discussion based on an additional theme.

# Language B Curriculum Considerations

HL has a stronger focus ON literature, speaking and writing.

HL Students read two literary works in target language.



# Group 3

## Individuals & Society (History, Psychology, Global Politics)

# SL History

Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare & contrast	Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
To what extent	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.

Paper 1 - Prescribed Subject 3: The Move to Global War

Internal Assessment (IA): Historical Research Paper.

Paper 2 – (Topic 10 & 12 covered)

Due Dates: IA (11th into 12th); Paper 1 & Paper 2 Exam (May, senior year)

IB History (**SL or HL**) is **not** taught like other MS/HS history classes: it is highly discussion oriented, focusing on argument development based on the scope & demands of a prompt; it promotes differentiated thinking and ideas.



# HL History

## HL - First Year

- ▶ Contemporary History topics include:
  - ▶ Authoritarian States: Castro (Cuba), Hitler (GER), Mussolini (ITA), others (vary by year)
  - ▶ Great Depression (1929-39)
- ▶ Paper 1 & Paper 2 Exams (externally scored)
- ▶ Internal Assessment

## HL - Second Year

- ▶ Contemporary History & History of the Americas topics include:
  - ▶ Political developments in Latin America (1945-80)
  - ▶ The Cold War & the Americas (1945-81)
- ▶ Paper 1, 2, and 3 (20th Century Topics) (externally scored)
- ▶ Internal Assessment (completed, as needed)

\* We cover 3+ (of 16) HL topics to ensure students are prepared for the Paper 3 exam.

# IB Psychology

*"Psychologically literate citizens use their psychological literacy to solve problems in an ethical and socially responsible manner that directly benefits their communities."*

(Green, Robinson & Oades, 2011)





# IB Psychology

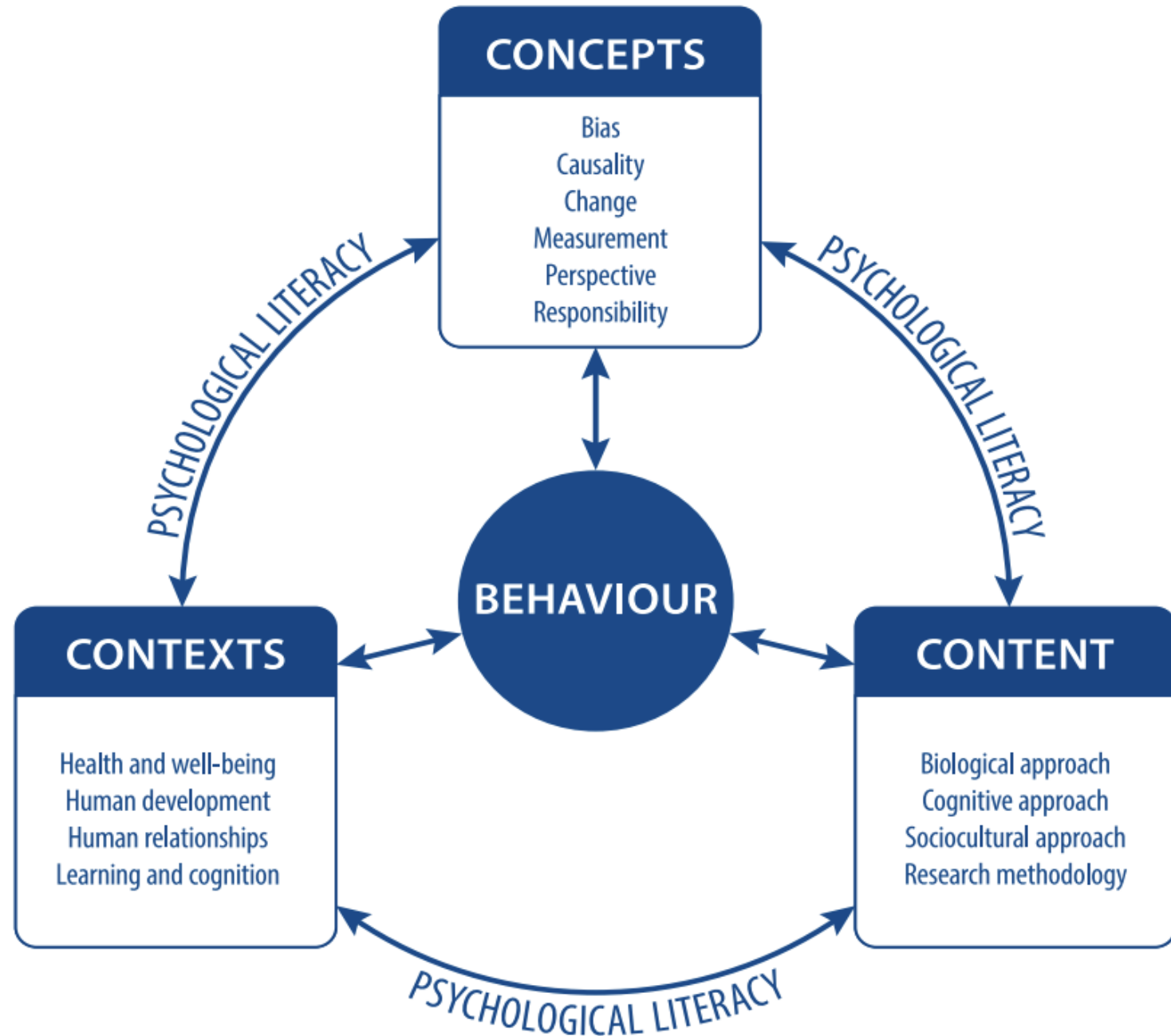
Two year course

SL and HL students work together in the same class

## HL Students Only:

The role of culture, motivation and technology in shaping human behavior

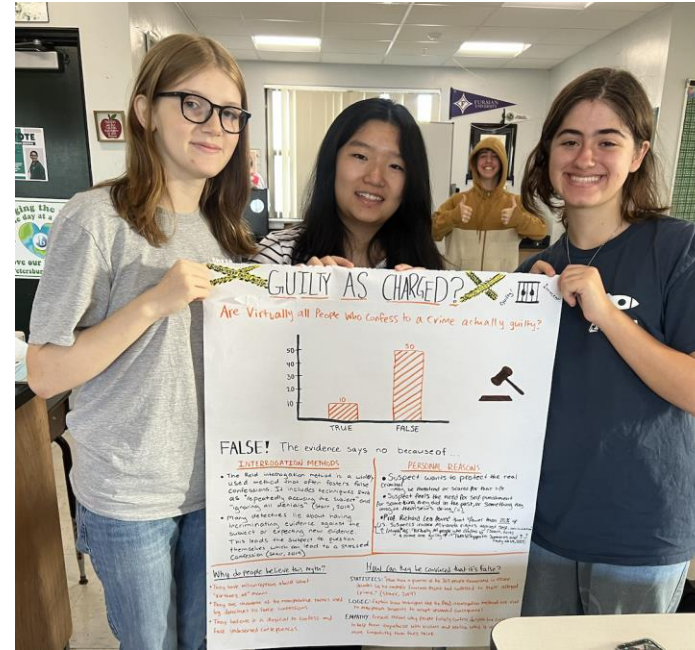
Data analysis and interpretation



# IB Psychology

## Benefits of Psychological Literacy...

- Improved Personal Well-being
- Enhanced Relationships
- Critical Thinking and Problem Solving
- Ethical Practice
- Cultural Competence
- Societal Benefits



# IB Psychology Assessments

## **External Assessment: 70%**

Integration of the concepts, content and contexts  
-Combination of short and extended response

## **Internal Assessment: 30%**

Develop a research proposal using one of the four research methods used in the class practicals. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.



**GLOBAL**  
**INTERNATIONAL**  
**REGIONAL**  
**NATIONAL**  
**LOCAL**  
**COMMUNITY**

IB Global Politics



# IB Global Politics- Course

## Rights and Justice

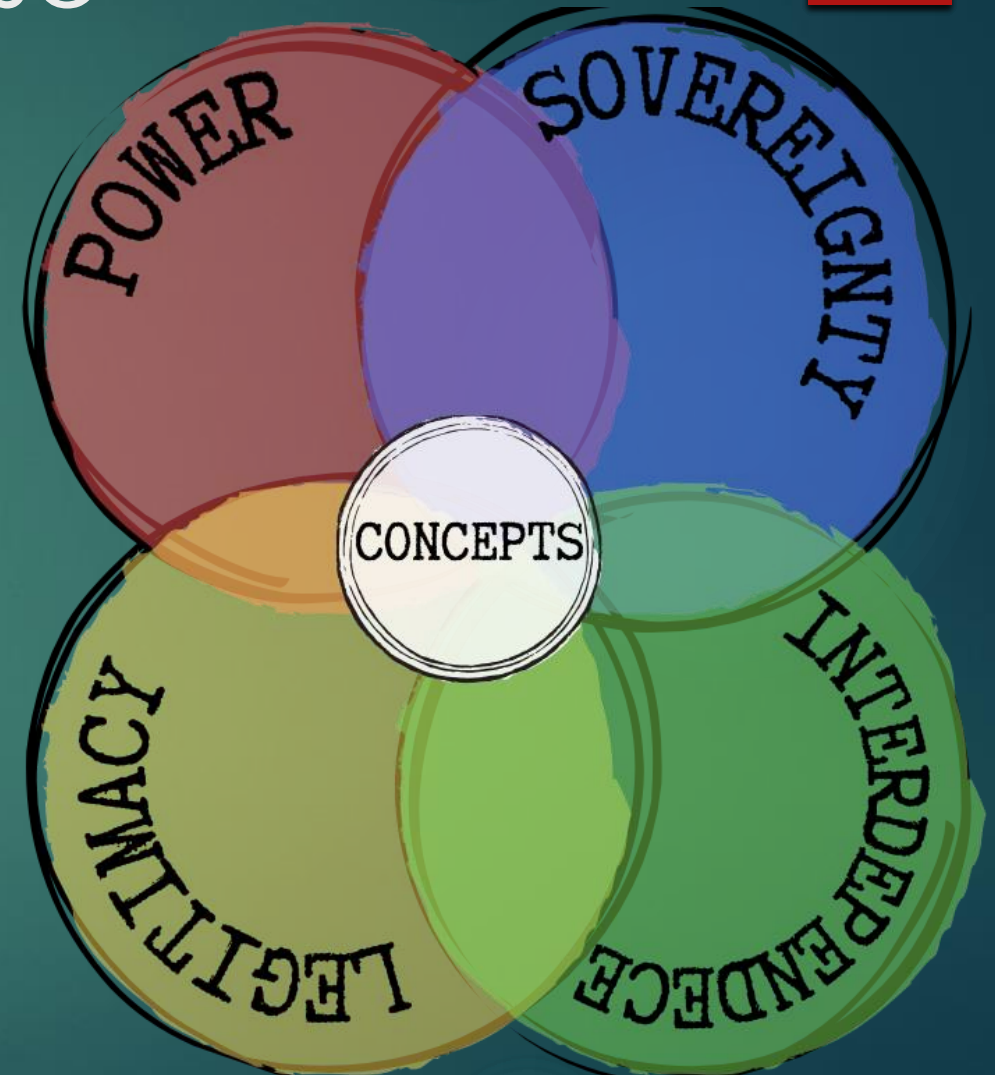
- How do state and non-state actors deliver liberty, justice, and equality?
- Debates on rights and justice

## Peace and Conflict

- How are peace and violence related?
- What are the main sources of conflict?

## Development and Sustainability

- How are poverty and inequality related?
- How have perspectives on development evolved?





Lectures and Textbook



Current Events Articles



In-Depth Case Studies



Group and Partner Projects



Discussion

# IB GloPo- How are we learning?

## **Political engagement project**

For SL students it is worth  
30% of the final grade  
and for HL students it is  
worth 20%. T

# Why take IB Global Politics?

You love to discuss and learn about topics related to the news and politics!

You see yourself as global citizen and want to understand the interactions between different governments.

You want to get directly involved with your learning by taking it out of the classroom and making a difference.

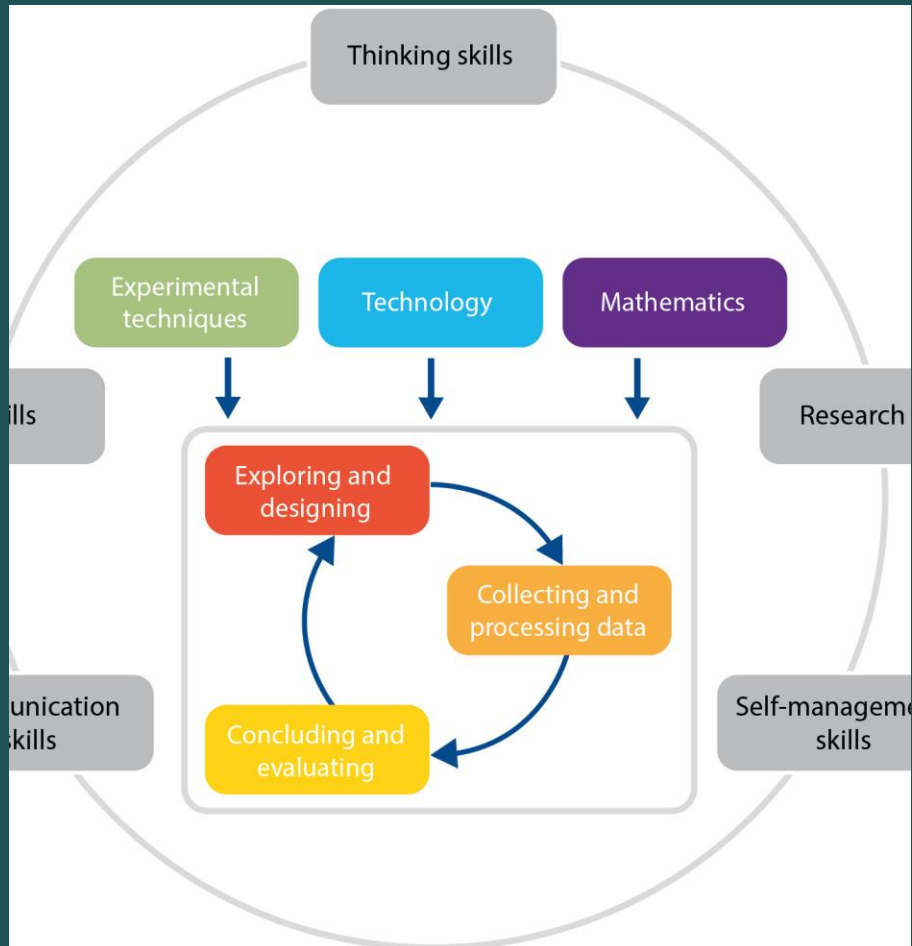
HL? You want to study law, political science, or otherwise be part of coming up with solutions to problems.



# Group 4

## Science

# Biology



## Syllabus component

### Syllabus content

- A: Unity and diversity
- B: Form and function
- C: Interaction and interdependence
- D: Continuity and change

### Experimental programme

- Practical work
- Collaborative sciences project
- Scientific investigation

### Total teaching hours

## Syllabus outline

Syllabus component	Teaching hours	
	SL	HL
<b>Syllabus content</b>	<b>110</b>	<b>180</b>
A: Unity and diversity	19	33
B: Form and function	26	39
C: Interaction and interdependence	31	48
D: Continuity and change	34	60
<b>Experimental programme</b>	<b>40</b>	<b>60</b>
Practical work	20	40
Collaborative sciences project	10	10
Scientific investigation	10	10
<b>Total teaching hours</b>	<b>150</b>	<b>240</b>

The recommended teaching time is 150 hours to complete SL courses and 240 hours to complete HL

# BIOLOGY

## HL versus SL

- MORE content in HL
- Faster pace
- Same topics taught in more detail
- Self-paced study skills are required

# Why take IB Chemistry?

YOU LOVE CHEMISTRY **AND** WANT TO  
CHALLENGE YOURSELF IN MORE ADVANCED  
TOPICS!

A light orange arrow pointing downwards from the first box to the second box.

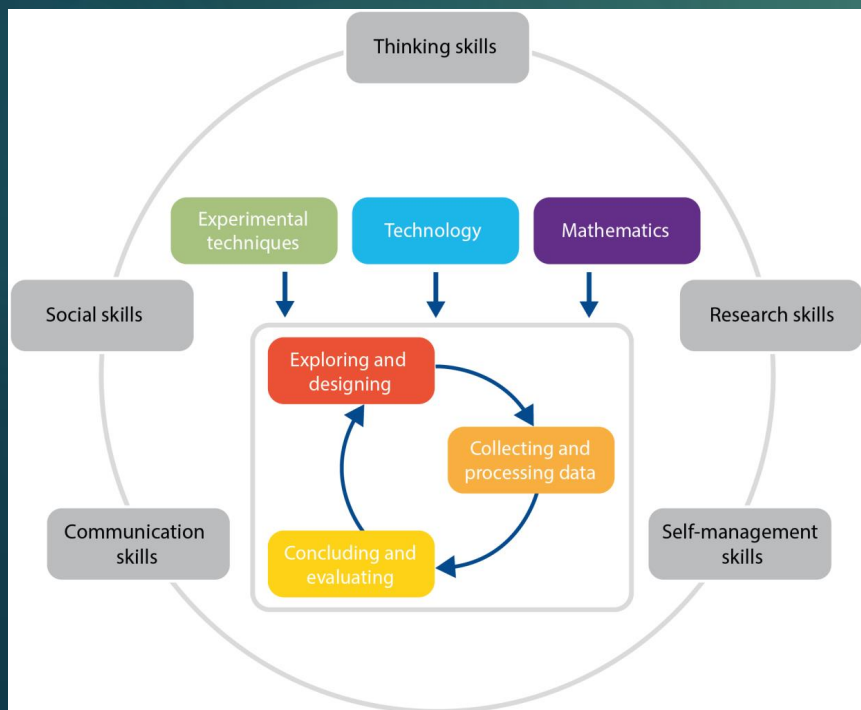
YOU ARE PLANNING ON A STEM MAJOR IN  
COLLEGE – ESPECIALLY MEDICINE!

A light yellow arrow pointing downwards from the second box to the third box.

YOU WANT TO GET A LEG UP ON YOUR  
COLLEGE CLASSMATES WITH SOME  
ORGANIC CHEMISTRY KNOWLEDGE!

# Chemistry

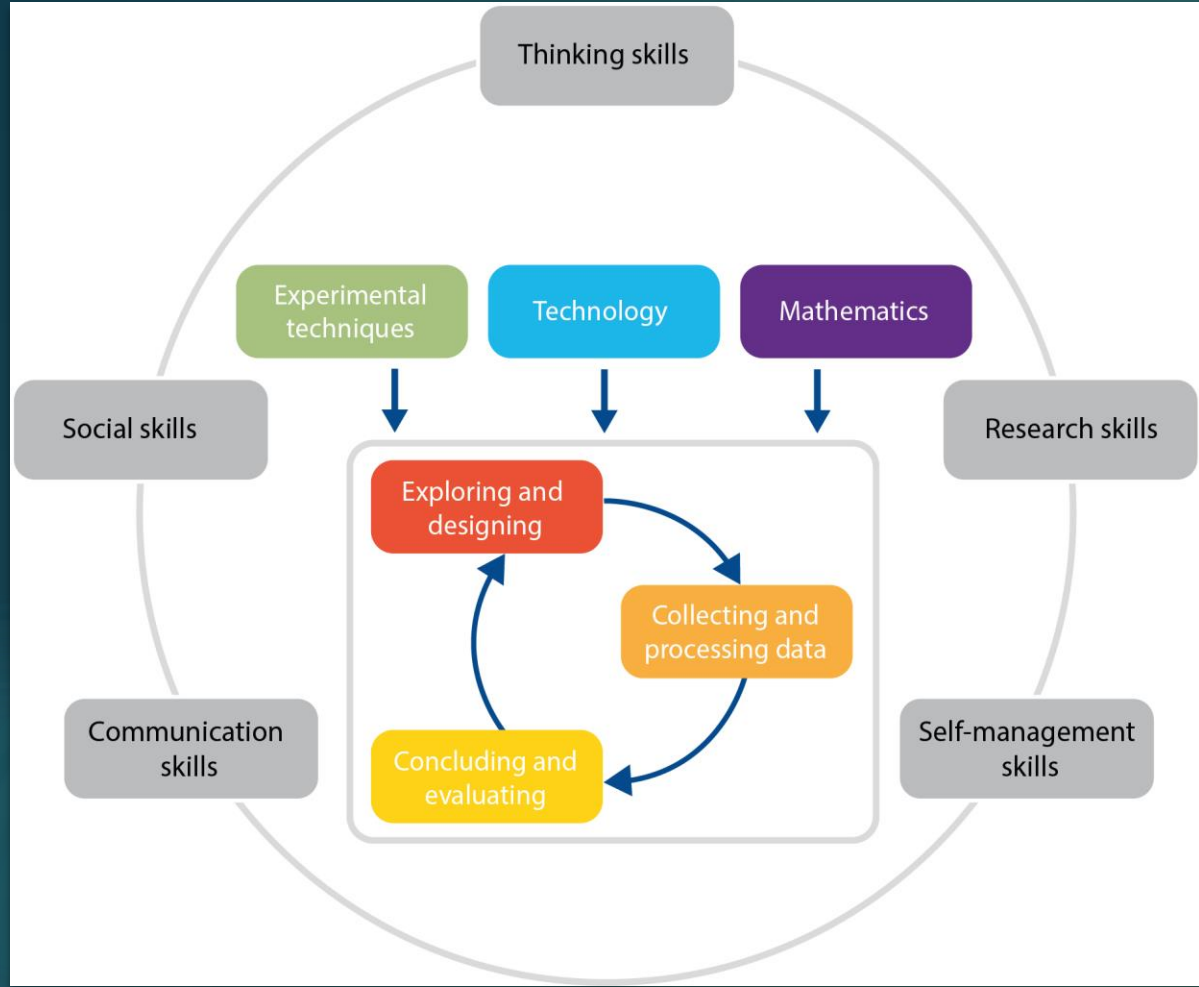
This is only offered as SL!



Syllabus component	Teaching hours	
	SL	HL
<b>Syllabus content</b>	<b>110</b>	<b>180</b>
Structure 1. Models of the particulate nature of matter	17	21
Structure 2. Models of bonding and structure	20	30
Structure 3. Classification of matter	16	31
Reactivity 1. What drives chemical reactions?	12	22
Reactivity 2. How much, how fast and how far?	21	31
Reactivity 3. What are the mechanisms of chemical change?	24	45
<b>Experimental programme</b>	<b>40</b>	<b>60</b>
Practical work	20	40
Collaborative sciences project	10	10
Scientific investigation	10	10
<b>Total teaching hours</b>	<b>150</b>	<b>240</b>

# PHYSICS!!!

- Is a must if you plan on going into engineering or a related field.
- Students who take physics tend to get higher test scores on college entrance exams.
- It is also just a lot of phun!!!



# Physics

Syllabus component	Teaching hours	
	SL	HL
<b>Syllabus content</b>	<b>110</b>	<b>180</b>
A. Space, time and motion	27	42
B. The particulate nature of matter	24	32
C. Wave behaviour	17	29
D. Fields	19	38
E. Nuclear and quantum physics	23	39
<b>Experimental programme</b>	<b>40</b>	<b>60</b>
Practical work	20	40
Collaborative sciences project	10	10
Scientific investigation	10	10
<b>Total teaching hours</b>	<b>150</b>	<b>240</b>



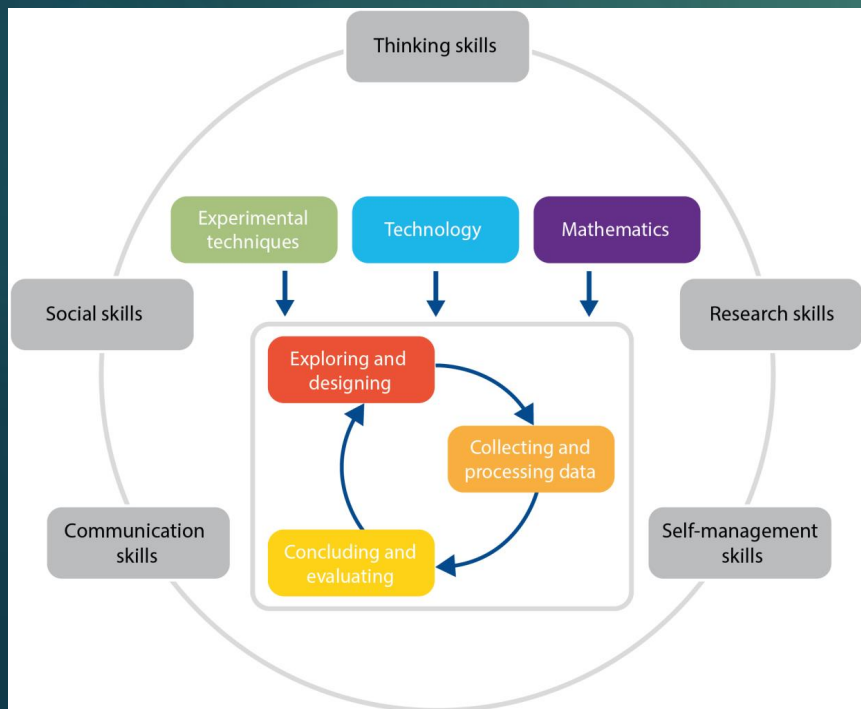
Syllabus component	Recommended teaching hours
<b>Core content</b>	<b>120</b>
Topic 1—Foundations of environmental systems and societies	16
Topic 2—Ecosystems and ecology	25
Topic 3—Biodiversity and conservation	13
Topic 4—Water and aquatic food production systems and societies	15
Topic 5—Soil systems and terrestrial food production systems and societies	12
Topic 6—Atmospheric systems and societies	10
Topic 7—Climate change and energy production	13
Topic 8—Human systems and resource use	16
<b>Practical scheme of work</b>	<b>30</b>
Practical activities	20
Individual investigation	10
<b>Total teaching hours</b>	<b>150</b>

ESS -

## Environmental Systems and Societies

- SL Only
- Interdisciplinary
- Focus on policy and human impact
- More writing than typical science course
- Credit for Environmental Science in Florida schools

# Environmental Systems and Societies



Syllabus component	Recommended teaching hours
<b>Core content</b>	<b>120</b>
Topic 1—Foundations of environmental systems and societies	16
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Topic 5—Soil systems and terrestrial food production systems and societies	12
Topic 6—Atmospheric systems and societies	10
Topic 7—Climate change and energy production	13
Topic 8—Human systems and resource use	16
<b>Practical scheme of work</b>	<b>30</b>
Practical activities	20
Individual investigation	10
<b>Total teaching hours</b>	<b>150</b>

$$x^2 + y^2 = bc^2$$

$$\begin{array}{r} 2x + 3x - 2 \\ \hline 2 \end{array}$$

Group 5  
Mathematics

# Mathematics

## Applications & Interpretations SL

- 11<sup>th</sup> grade Applications 1
- 12<sup>th</sup> grade Applications 2

## Analysis & Approaches SL/HL

- 11<sup>th</sup> grade Analysis 1 or AP Calculus AB (SL) or BC (HL)
- 12<sup>th</sup> grade Analysis 2 or Analysis 3 (HL)

Five Topics Covered in all courses at varying levels.

# Mathematics SL Testing

**Both Classes cover 150 hours approximately 45 standard Applications & Interpretations- Calculator Used on all Papers  
Analysis & Approaches-Calculator Used on Paper 2 only**

**Paper 1 (90 minutes)** 40%

80 marks-Compulsory short response questions

**Paper 2 (90 minutes)** 40%

80 marks- Compulsory extended-response questions

**Mathematical Exploration (20 marks) 20%**

This is a piece of written work that involves

Investigating an area of mathematics.



# Mathematics HL Testing

This class cover 240 hours approximately 78 standard

## Analysis & Approaches HL - Calculator Used on Paper 2 and Paper 3

**Paper 1 (120 minutes)** 30%

110 marks-Short response questions

**Paper 2 (120 minutes)** 30%

110 marks-Extended-response questions

**Paper 3 (60 minutes)** 20%

55 marks

Two extended response problem solving questions

**IA-Mathematical Exploration (20 marks)** 20%

# Mathematics Analysis & Approaches

- The same five topics (Number and Algebra, functions, Geometry/Trigonometry, Probability and Statistics, Calculus) are covered during this course. Each topic has sub-topics.
- Additional topics include:
  - involved proofs,
  - implicit differentiation & related rates,
  - Partial fractions,
  - displacement vectors, scalar & vector product, vector equations of lines,
  - Proofs of geometrical properties using vectors
  - derivatives of exponential & logarithmic functions,
  - complex numbers to understand periodic models,
  - De Moivre's Theorem

# Mathematics Analysis HL

- The same five topics (Number and Algebra, functions, Geometry & Trigonometry, Probability and Statistics, Calculus) are covered during the SL and HL courses.
  - Each of these topics has sub-topics with HL students covering some additional sub-topics or the same sub-topics at greater depth.
- Additional topics include:
  - Inverse variation models,
  - displacement vectors, scalar and vector product, vector equations of lines,
  - logistic models, sinusoidal models, complex numbers to understand periodic models,
  - matrices,
  - eigenvalues, eigenvectors,
  - slope fields,
  - differential equations, and
  - graph theory.

## Applications and Interpretations

IB recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data rich world. The focus is on topics that are often used as applications or in mathematical modelling. Students use the graphing calculator more often to solve the problems. This course is for students who enjoy solving practical problems using mathematics, those who enjoy harnessing the power of technology as exploring the more practical side of mathematics.

## Analysis and Approaches

IB recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a coherent and rigorous way. Students construct, communicate, and justify correct mathematical arguments. This course is for students who enjoy algebraic calculations, investigation, proofs, and some graphing calculator skills. Fewer contextual questions. More working steps.

# Group 6

Performing & Visual Arts,  
Digital Society

Or

Second Group 3 or 4



# Everyone needs to take a group 6!

- ▶ Here is a link to IB Theatre
- ▶ [IB Theatre Basics with videos revised2024.pptx](#)

# IB Art

- ▶ Well Rounded course curricula
- ▶ The arts provide opportunities to highlight resume with exhibition and performance competitions and awards.
- ▶ \*The arts provide students with numerous and varied CAS opportunities.
- ▶ The work is much different than the academic classes, therefore giving students variety in their day, their workload, and their education in general.
- ▶ However, art does take a lot of time, effort and dedication. There is no version of “cramming” for an art project.
- ▶ Students interested in taking IB Art must have the required pre-requisite (2D Studio Art or 3D Studio Art) completed freshmen or sophomore year, at least.



# IB Art SL

- ▶ Semester 1/Year 1: Teacher-led lessons on drawing, painting, printmaking, sculpture and photography in a variety of mediums and using different techniques. Topics are also prompted by the teacher. However, there is much more flexibility for student creativity than in an intro to art class.
- ▶ Semester 2/Year 1 and onwards: Students look back at all their work and determine which media they would like to continue to work with. Students also choose their own topics at this point. Creativity is vital, but teacher-planned lessons will provide various methods of brainstorming and ideation.

# Fine Arts Seal

## Criteria for Eligibility

The student has earned a standard high school diploma.

The student has completed at least three (3) year-long courses in dance, music, theatre or the visual arts with a grade of “A” or higher in each course or earned three sequential course credits in such courses with a grade of an “A” or higher in each course pursuant to [Rule 6A-1.09441, F.A.C.](#)

Student meets at least two of the following requirements:

1. Completes a fine arts International Baccalaureate, Advanced Placement, dual enrollment, or honors course in the subjects listed in the paragraph above with a grade of “B” or higher;
2. Participates in a district or statewide organization’s juried event as a selected student participant for two or more years;
3. Records at least 25 volunteer hours of arts-related community service in his or her community and presents a comprehensive presentation on his or her experiences;
4. Submits a portfolio demonstrating the student is an exemplary practitioner of the fine arts; or
5. Receives district, state or national recognition for the creation and submission of an original work of art. An original work of art is one created by the student.



# The DP Core Theory of Knowledge Extended Essay CAS





# Theory of Knowledge



Essential questions:

How do we know what we know? What counts as evidence for X? How do we judge which is the best model of Y?



What does theory Z mean in the real world? Where does our knowledge come from?



Students reflect on the knowledge, beliefs and opinions they have formed over their years of academic studies and their lives outside the classroom.



The course culminates in a TOK exhibition (IA) and TOK essay (external assessment)

# The Five Areas of Knowledge

How we divide, label, and analyze the knowledge we possess:

Mathematics

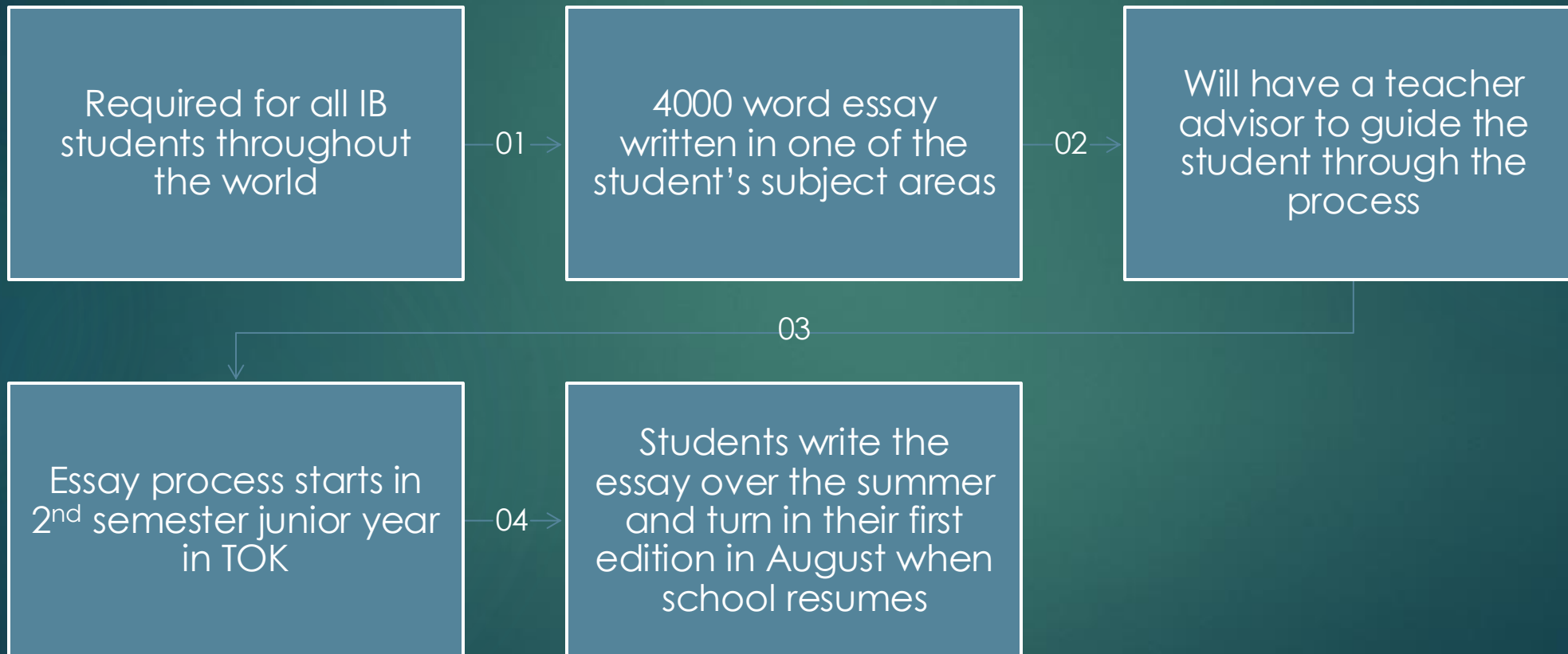
Natural Sciences

History

The Arts

Human Sciences

# The Extended Essay



# CAS

## Creativity, Activity, Service

Part of the IB Core,  
required for the IB  
Diploma and  
graduation

Strands-  
Creativity, Activity,  
Service

Starts first month of  
Junior Year

18 month  
commitment to  
your community  
and to yourself

Meets Bright Futures  
service hours  
requirements

Students meet  
with CAS advisors to  
share progress monthly

# IB Theatre SL & HL

JUNIOR & SENIOR YEAR -SNAPSHOT



Welcome to  
IB Theatre  
with Ms. B!!



# IB Theatre

## ▶ Junior Year Projects

- ▶ Theatre History & basics
- ▶ Mini Production Proposal (PP)
- ▶ Mini Research Project (RP)
- ▶ Mini Solo Project (SP)
- ▶ Collaborative Project (CP) – 2 Years
- ▶ Original One-Act Creation & Production
- ▶ Theatre Journal (IA\*) – 2 Years
- ▶ Reading scripts, directing, acting, tech design, games, etc.
- ▶ Solo Project for HL ONLY
- ▶ Internal Assessment

## ▶ Senior Year Projects

- ▶ Production Proposal (PP)
- ▶ Research Project (RP)
- ▶ Solo Project (SP)
- ▶ Collaborative Project (CP)
- ▶ Theatre Journal (IA\*)
- ▶ Reading scripts, directing, acting, tech design, games, etc.
- ▶ Solo Project for HL ONLY
- ▶ Internal Assessment

# Production Proposal (PP)

A deep dive into a Theatrical script. Analyzing the script from the playwright to the actual creation of one moment in the play.

Students choose their own playwrights and script to examine

# Research Project (RP)

Students research a period of Theatre history and a unique form of theatre. Students prepare a presentation of their research.

Students focus on 5 conventions: body, face, gesture, movement, and voice. Students prepare a short demonstration of the theatre art form they have researched using one of the conventions.

Students also offer a comparison between another form of theatre.

# Collaborative Project (CP)

This is a collaborative project with at least 4 of your classmates, that will span the 2 years of your IB Theatre course.

Students in groups will create a unique piece of Theatre together and perform it in front of an audience, receiving feedback and reflecting on the experience throughout and as a whole.



# Solo Project (SP)\*HL ONLY SR YEAR

Students research a Theatre theorist and their form of theatre.

Students create an individual theatrical performance based on the theorist theory including: costume, lighting, sound, set design, dialogue, etc.

Students will perform their production in front of an audience.



# Theatre = ALL

- ▶ All core subjects are used in the creation of Theatre. Theatre exists in all Life therefore Life is Theatre!!!
- ▶ Math and Science: Directing, Producing, Lights, Sound, Costumes, Make-up and Hair, Props, Set construction, Set design, Promotions, Productions and the rest of the business side of Theatre, etc.
- ▶ English and History: Directing, Producing, Costumes, Make-up and Hair, Props, Set construction, Set design, Promotions, and Productions, etc.
- ▶ Theatre teaches a respect for communication, cooperative and collaborative learning, problem solving, and teamwork.



# Other classes and activities on campus I teach :

Theatre 1-4 H

Technical Theatre 1-4 H

Debate 1- 4 H

SPHS Theatre & Technical  
Director

SPHS Thespians  
Troupe#2559 Sponsor

SPHS Drama Club Sponsor

SPHS Speech & Debate  
Team