

WALTER PAYTON COLLEGE PREP COURSE GUIDE 2022 - 2023



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THE PAYTON VISION

We develop these habits...

- Access, analyze, interpret, and evaluate multiple arguments and sources of evidence for our ideas and positions
- Discover patterns in facts, theories, and behaviors within and across disciplines
- Discover our passions and follow them

- Act with integrity
- Take responsibility for our personal growth and development

- Face our fears and challenge our conventional wisdoms
- Respond to setbacks and constraints with resilience and determination
- Strive for social justice

- Appreciate differences in perspective, privilege, background, culture and circumstance
- Serve others



...so that we can become...

Inquisitive, creative, and skeptical problem solvers who can formulate and articulate complex ideas

Ethical and engaged representatives of our local and global communities

Appropriately disruptive of the status quo

Empathetic to the physical, emotional, social, and intellectual well-being of ourselves and others



...in order to embody and live by these values...

CURIOSITY

CHARACTER

COURAGE

COMPASSION

GRADUATION REQUIREMENTS

<u>High School Graduation Requirements</u>	<u>Walter Payton College Prep Recommendations</u>
4.0 English	4.0 English
3.0 Mathematics Algebra, Geometry, Adv Algebra /Trig <i>OR</i> Geometry, Adv Algebra/Trig, Pre-calculus <i>OR</i> Adv Algebra/Trig, Pre-calculus, AP Calculus	4.0 Mathematics Algebra, Geometry, Adv Algebra /Trig, Pre-calculus <i>OR</i> Geometry, Adv Algebra/Trig, Pre-calculus, AP Calculus/elective <i>OR</i> Adv Algebra/Trig, Pre-calculus, AP Calculus, elective
3.0 Science Physics, Chemistry, Biology	4.0 Science Physics, Chemistry, Biology, elective
3.0 Social Sciences World Studies, US History, Civics/Elective	3.0 Social Sciences World Studies <i>OR</i> AP Human Geography, US History <i>OR</i> AP US History, Civics/Elective <i>OR</i> AP US Government)
2.0 World Language (Single language)	4.0 World Language (Single language)
4.0 Physical Education	4.0 Physical Education
2.0 Fine/Performing Arts from any of the following disciplines: Music; Visual Art; Drama; Dance 1.0 Computer Science	2.0 Fine/Performing Arts from any of the following disciplines: Music; Visual Art; Drama; Dance 1.0 Computer Science
1.0 College/Career Ed Pathways	College/Career Ed Pathways are met by taking the additional classes above
1.0 Elective	2.0 Electives
24 Credits	28 Credits

General Notes

All Payton students must complete the courses listed in the High School Graduation Requirements column as dictated by Chicago Public Schools. The courses listed in the Walter Payton College Prep Recommendations column are just suggestions and students can choose to follow them or make different choices. A program of courses is developed with the student, their parents or guardians, and their counselor. In addition to the course requirements above, students must meet the following additional graduation requirements:

- Pass an examination on the Declaration of Independence, the flag of the United States, the Constitution of the United States, and the Constitution of the State of Illinois as part of a social science course.
- Complete at least two service learning projects. One will be completed during Civics or AP US Government class and the other will be satisfied in freshman PE/Health class.
- Pass health course offered through PE I.
- Pass driver's education course offered through Physical Education II.
- Pass the financial education requirement as part of a social science course.
- Take the state-mandated SAT in the spring of their junior year
- Complete a financial aid application during senior year
- Complete the Learn.Plan.Succeed survey during senior year

PHYSICAL EDUCATION Requirement

State law requires all Illinois public school students to be enrolled in a physical education course for 4 years. At Payton, juniors and seniors can take the following courses:

- Honors Dance (Fulfills PE enrollment requirement and can simultaneously meet fine arts requirement for one year only.)
- Honors Personal Fitness and Wellness
- Honors Anatomy & Physiology

Payton juniors and seniors (only) may meet the following exemptions:

- Ongoing, active participation in an IHSA-approved sport the previous year and a commitment to participate in the same sport during the applicable academic year. (See more info below.)
- Participation in an external adaptive physical education program. Please consult the special education case manager.
- Enrollment in AP Capstone. Students are required to take three AP courses in addition to the two years of AP Capstone. They are waived from years three and four of Physical Education.
- In rare instances, students may be exempt if they need to take courses to recover credits not earned as a freshman or sophomore and/or if a college requires prospective students to take a specific assortment of courses to be considered for admission. (Please see your counselor.)

More about the exemption for student-athletes who participate in an IHSA-approved sport:

- Students must participate in one of the IHSA-approved sports offered at Payton or through the Payton-Jones Co-op:
 - **Girls:** : Basketball, Bowling, Cross Country, Golf, Soccer, 12-inch Fast-pitched Softball, Swimming and Diving, Tennis, Track and Field, Volleyball, Water Polo, Poms, Lacrosse, Badminton
 - **Boys:** Baseball, Basketball, Bowling, Cross Country, Golf, Soccer, Swimming and Diving, Tennis, Track and Field, Volleyball, Water Polo, Lacrosse
 - **Co-Ed:** Football, Cheerleading
- Participation in 'emerging sports' and/or 'special activities' do not exempt a student from the 4-year PE requirement. Similarly, participation in a non-IHSA sport such as boys' 16-inch softball does not exempt a student.
- 'Ongoing participation' means the student-athlete was an active member of the IHSA-approved sport during the fall, winter, or spring season during the previous academic year and is committed to participating the following academic year.
- 'Active participation' as a member of a Payton athletic team includes participation in: practices; team meetings; conditioning; pre-season, regular-season and playoff (city and state) competitions, and other reasonable components of a competitive, interscholastic junior varsity or varsity interscholastic team.

Student athletes who meet the above requirements are certainly welcome to take additional Payton PE courses. Those who choose to seek an exemption must complete the Physical Education Waiver Request by the deadline posted each year. Failure to do so will lead us to believe that you are not seeking the waiver. You will be programmed into a PE course. You will not be able to make an alteration to your schedule after the due date of the waiver request.

For questions regarding the PE requirement, please see the PE chair, the athletic director or your counselor.

COMPUTER SCIENCE

Honors Exploring Computer Science

Exploring Computer Science (ECS) is a survey course designed to encourage students to develop curiosity, excitement, and confidence within the world of Computer Science. During the year, students will receive multiple forms of instruction in concepts of human-computer interaction, the craft of coding, the concerns and procedures of data organization, and the process of design-methodologies. Furthermore, students will explore the societal impacts of Computer Science, from the changing of humans' understanding of privacy and security, to issues of technology as they relate to culture and gender. Students will have time to work collectively with their peers as they engage in computational problem-solving processes by selecting topics of interest, building, testing, revising, and publishing their own original works and products.

Overall, the course structure encourages *all* students to view themselves as independently-thinking computer scientists, fostering fascination and curiosity about the wondrous possibilities of Computer Science.

Prerequisite: none

Graduation Credit Earned: Computer Science; College/Career; Elective

Advanced Placement Computer Science Principles

AP Computer Science Principles introduces students to the central issues and concepts of computer science, inviting students to develop the computational thinking vital for success across multiple disciplines. The course is unique in its focus on fostering students to be creative and encouraging students to apply creative processes when creating computational artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life.

Themes include connecting computing, creating computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating. No prior programming experience is necessary; conversely, students with some programming experience will still find much to challenge them in this course.

Prerequisite: Algebra I

Graduation Credit Earned: Computer Science; College/Career; Elective

Advanced Placement Computer Science A

AP Computer Science A develops students' engagement in computer science through an intense, technical focus on programming in Java. It is meant to be the equivalent of a 100/200 level college programming course in Computer Science. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. Owing to the course's emphasis on detailed object-oriented programming with a concentration on problem solving and algorithm development, its specificity and technical nature provide students with a solid, rich foundation on which to build and develop skills in any programming language.

Prerequisite: Advanced Algebra with Trigonometry

Graduation Credit Earned: Computer Science; College/Career; Elective

FINE AND PERFORMING ARTS

Visual Arts

Honors Mixed Media I

Students create works of art in combinations of 2-D and 3-D media incorporating drawing, painting, printmaking, digital photography, ceramics, sculpture, and/or fiber arts. Students will research mixed media artists throughout history. They will engage in critical discussions about artists' focus, process and intent to inspire their own works of art.

Prerequisite: none

Graduation Credit Earned: Fine Arts – Visual Art; College/Career; Elective

Honors Studio Drawing and Painting I, II

Students will explore drawing and painting by experimenting with a wide range of wet and dry materials such as acrylic paint, watercolor, charcoal, ink, pencil and pastel. Students will learn to draw realistically from observation and to create abstract mixed-media 2-D works. By the end of the year, students will have more confidence in their artistic perceptions as well as their drawing and painting skills.

Prerequisite: none

Graduation Credit Earned: Fine Arts – Visual Art; College/Career; Elective

Honors Photography I

Students will explore digital photographic art processes. The course will introduce varied styles and techniques and examine the historical, social and cultural aspects of photography as an art form. The principles of art and design to create sophisticated compositions will serve as the foundation to critique student work. Students must supply their own digital camera (a smart phone camera is acceptable)

Prerequisite: none

Graduation Credit Earned: Fine Arts – Visual Art; College/Career; Elective

Honors Studio Sculpture I, II

Students in this course will explore a wide variety of sculpture media such as clay, plaster, paper mache, wire, wood, and stone. Through modeling, casting, carving and construction, students will create three-dimensional works of art. Form and function will be considered as students make art objects ranging from ceramic containers to musical instruments to abstract forms. Class projects will include traditional, modern artworks and conceptual installations.

Prerequisite: none

Graduation Credit Earned: Fine Arts – Visual Art; College/Career; Elective

Advanced Placement Drawing or 2-D Art & Design I, II, III

AP Art students must be highly motivated and able to work independently. Each student investigates a topic (of their choosing) through visual art. Their work is documented throughout the year resulting in a final portfolio submitted for AP credit. Students can work in any media (or combination of media) including, but not limited to: drawing, painting, printmaking, photography, mixed media, or fiber arts (such as embroidery.)

Prerequisite: Drawing I, Photography I, Mixed Media I or assessed competency. Sophomore or above.

Graduation Credit Earned: Fine Arts – Visual Art; College/Career; Elective

Advanced Placement Art History

The AP Art History course will engage students at the same level as an introductory college art history survey. This foundational course involves critical thinking and will develop an understanding and knowledge of diverse historical and cultural contexts of architecture, sculpture, painting, and other media. Students examine and critically analyze major forms of artistic expression from the past and the present from a variety of cultures. Art history emphasizes understanding how and why works of art function in context, considering historical, philosophical, economic, political, and religious events that may act as catalysts for artistic change. Successful students are able to devote five hours per week to homework, including note-taking and review, are able to organize materials and information, and are curious about other time periods and cultures.

Prerequisite: none

Graduation Credit Earned: Fine Arts – Visual Art; College/Career; Elective

Dance

Honors Dance I, II

In this year-long course, students will engage in a variety of dance-based physical activities designed to promote and create lifelong health and fitness skills as well as an appreciation for dance as an artform. Students will develop kinesthetic awareness, proper body alignment, strength, flexibility, and learn general dance principles and dance history/culture/connections. This course is also designed to further establish students' artistic appreciation and expression. The curriculum emphasizes students' acquisition of beginning to intermediate movement skills and refined motor control through the study of ballet, jazz, modern, tap, and other dance techniques. Students' movement experiences will also include performing, taking master classes, choreographing, and attending performances throughout the year.

Prerequisite: PE I, PE II

Graduation Credit Earned: Fine Arts –Dance; College/Career; Elective. Also satisfies PE III or PE IV enrollment requirements. (Simultaneous fulfillment of one Fine Arts credit and PE enrollment requirement through Dance I or II applies one year only.)

Drama

Honors Drama I

This course is an elective that introduces students to various acting techniques and the elements of theater. Basic concepts are presented through the use of exercises and improvisation. Students develop the skills and freedom necessary to react spontaneously and honestly moment to moment. The objectives of the course include (1) providing students with a working knowledge of theater terminology, history, and theory; (2) encouraging students to read plays and view theater performance critically; (3) developing and improving fundamental performance and production skills. The first and third quarters will focus on world theater history and theory, and the second and fourth quarters will be mainly performance based. Major topics include history and genre study, play script analysis, design, scene study, criticism, movement, improvisation, and production. Students will gain practical experience by mounting a 10-minute play festival for the Payton community. Note: This class will be a multi-level class incorporating students in Drama II.

Prerequisite: none

Graduation Credit Earned: Fine Arts – Theater/ Drama; College/Career; Elective

Honors Drama II

Drama II will introduce the study of advanced acting techniques including Stanislavski, Meisner, Viewpoints, etc. using scripted material, improvisation, and physical work. This course focuses on developing the fundamental skills used in rehearsing and performing modern realistic plays. Through an exploration of various acting techniques, students acquire the tools and skills necessary for honest characterization. Students will also study and apply directing skills and techniques. Directors will work with actors throughout the entire course and learn techniques on how to communicate with actors and evoke natural, spontaneous performances. Directors will focus on detailed scene work as well as the practical and technical aspects of directing. Note: This class will be a multi-level class incorporating students in Drama I.

Prerequisite: Drama I

Graduation Credit Earned: Fine Arts – Theater/ Drama; College/Career; Elective

Music

Honors Beginning Mix Chorus

If you like to sing, but do not have much experience and would like to learn more, this class is for you! While working toward the final goal of choral performance, students learn the basics of note reading, music theory, and good, solid vocal production. Choral music appropriate to the age and vocal maturity of the group will be explored, as well as an eclectic approach to choral literature. You will build self-confidence through taking risks as you learn how to sing well and present your work in a public setting with your peers.

Prerequisite: none

Graduation Credit Earned: Fine Arts – Music; College/Career; Elective

Honors Intermediate Mix Chorus I, II, III

The intermediate chorus is for those students who have previous experience in a choral program and want to expand their knowledge of choral singing, music theory and choral literature. Ear training and sight singing will be emphasized. Any student with previous choral experience may audition. The ensemble sings two public concerts at Payton.

Prerequisite: Honors Beginning Mix Chorus or audition

Graduation Credit Earned: Fine Arts – Music; College/Career; Elective

Honors Advanced Mix Chorus

Advanced Chorus (also known as Concert Choir) is for those students who have extensive choral experience and an intensive love of choral singing. The course will explore advanced choral artistry and choral literature as well as music history, theory, and sight singing. Performances are presented at Payton twice each year and the choir collaborates with other high school, collegiate, and adult choral ensembles in the Chicago area. The Concert Choir also attends CPS and Illinois State festivals.

Prerequisite: Audition required

Graduation Credit Earned: Fine Arts – Music; College/Career; Elective

Honors Beginning Guitar

This is an entry-level course designed for students who want to learn to play the guitar. Notation, rhythm, pitch, time signature, meter will be stressed. Students are expected to perform scales, simple chords and melodies. Individual and group training will be incorporated into this class. No previous experience necessary.

Prerequisite: none

Graduation Credit Earned: Fine Arts – Music; College/Career; Elective

Honors Beginning Piano and Intermediate Piano

This piano skills course is open to all students interested in exploring music literacy and performance through the study of the keyboard. Entry-level students with no prior keyboard experience and students with a working knowledge of music who seek to further their reading and playing. Music theory will be incorporated through the performance of scales (major, minor, and modes), basic chord progressions, and ear-training/sight-reading exercises reflective of classical, jazz, and pop genres. Integration with music technology to support digital notation and recording will be standard. Students will perform solos and/or duets on level-appropriate repertoire. Current choral students interested in developing keyboard skills are encouraged.

Prerequisite: none

Graduation Credit Earned: Fine Arts – Music; College/Career; Elective

Honors Beginning Band and Intermediate Band

Instruction offered on woodwind, brasswind and percussion instruments. The school furnishes these instruments. Course includes the study of musical rudiments, theory and the applications to the specific instrument of study. No previous experience is required for Beginning Band

Prerequisite: none

Graduation Credit Earned: Fine Arts – Music; College/Career; Elective

Honors Advanced Band I, II, III, IV

Open to students who audition from Beginning or Intermediate Band or who already play a woodwind, brasswind or percussion instrument. Various styles of band literature are presented for study. Performances will occur at various events throughout the year.

Prerequisite: Audition required

Graduation Credit Earned: Fine Arts – Music; College/Career; Elective

Honors Beginning Orchestra and Advanced Orchestra I, II, III, IV

These courses are open to all students: those who have no experience on a string instrument (violin, viola, cello and double bass) and those who are advanced. The course includes the study of various styles and composers of orchestral literature. Performances will occur at various events throughout the year.

Prerequisite: Audition required for advanced course

Graduation Credit Earned: Fine Arts – Music; College/Career; Elective

ENGLISH

Honors English I

Honors English I students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices through a wide range of literary and informational texts in order to bridge their learning from middle school to high school. Students will engage in practices to support their emerging mastery of the CCSS for Writing in their grade band and express themselves in multiple writing formats including literary analyses, research papers, and presentations. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students in English I will employ academic English in discussion that aligns to CCSS for Speaking &

Listening. In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Students at all levels of learning will have access to rigorous texts and grade level appropriate experiences. This honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Students in Honors English I will engage in practices that prepare them for future honors and AP coursework.

Prerequisite: none

Graduation Credit Earned: English I

Honors English II

In Honors English II, students will engage in grade-level Common Core State Standards (CCSS), aligned reading, and writing practices through a wide range of literary and informational texts that will build upon Honors English I. Students will engage in practices to support their mastery of the CCSS for Writing in their grade band, and express themselves in multiple writing formats, including narratives, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students in English II will employ academic English in discussions that align to CCSS for Speaking & Listening. Students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and grade level-appropriate experiences, this honors level course may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Students in Honors English II will engage in practices that will prepare them for future honors and AP coursework.

Prerequisite: English I

Graduation Credit Earned: English II

English III and English IV Requirement

Honors African American Literature

In African American Literature, students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices through a wide range of literary and informational texts that builds upon English I and English II. Students will evaluate the multiple vantage points of blackness, issues of representation, and the cultural and historical context of African American literature. Students will express themselves in multiple writing formats including narratives, literary analyses, syntheses, research papers, projects, and presentations. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students will employ academic English in discussions that align to the CCSS for Speaking & Listening. In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Students at all levels of learning will read rigorous texts including literary criticism. This honors level course includes advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing.

Prerequisite: English II

Graduation Credit Earned: English III; English IV

Honors Latin American Literature

In Latin American Literature, students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices through a wide range of literary and informational texts that builds upon English I and II. Students will evaluate multiple vantage points of Latinidad, issues of representation, and the cultural and

historical context of Latinx and Latin American literature. Students will express themselves in multiple writing formats including narratives, literary analyses, syntheses, research papers, projects, and presentations. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students will employ academic English in discussions that align to the CCSS for Speaking & Listening. In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Students at all levels of learning will read rigorous texts including literary criticism. This honors level course includes advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing.

Prerequisite: English II

Graduation Credit Earned: English III; English IV

Honors Asian American Literature

In Asian American Literature, students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices through a wide range of literary and informational texts that builds upon English I and II. This course is a survey of East and Southeast Asian American literature. We will explore major works from the late 19th century to the present, with a focus on canonical works produced in response to key historical events including, but not limited to: Yellow Peril; the Chinese Exclusion Act; the Internment of Japanese Americans; the Korean War, and the Vietnam War. We will identify the writers' recurring themes, as well as examine social and political contexts of each text. We will concentrate on the immigrant experience as it relates to the following themes of identity, memory, alienation, assimilation, solidarity, and resistance. The course focuses on prose (the novel, literary criticism, short stories, creative non-fiction and autobiography), poetry, drama, and film. We will discuss what lies ahead for Asian Americans in a multicultural world.

Prerequisite: English II

Graduation Credit Earned: English III; English IV

Advanced Placement English Language and Composition

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. The purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Like typical college composition courses, the main goal of AP Language and Composition is to create strong writers who have the skills to write effectively in college courses and in their personal and professional lives. With this in mind, AP Language and Composition asks students to read and write many different kinds of essays: argumentative, expository, analytical, personal, even creative. Students read widely and experiment with a variety of essay formats to help them understand how the writers' audience and purpose shape his or her or their material. Students are also encouraged to take risks when they write and to evaluate their own work.

Prerequisite: English II or English III/AP English course

Graduation Credit Earned: English III, English IV

Advanced Placement English Literature and Composition

An AP English Literature and Composition course engages 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. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

Prerequisite: English III/AP English course

Graduation Credit Earned: English III, English IV

English Electives

Honors Creative Writing I, II

Honors Creative Writing allows students to develop fluency in the language of literature in order to reap more pleasure from the experience of skilled reading and skilled writing. Students read and discuss published works by classic and contemporary writers, using them as models and springboards for original pieces of literature. Regular writing workshops offer writers the opportunity to gather and provide feedback on drafts that will be submitted for publication within the school and out in the world. Students spend 5-10 weeks studying each of the following genres: poetry, drama, fiction and literary non-fiction.

Prerequisite: Sophomores, Juniors and seniors

Graduation Credit Earned: College/Career; Elective

Honors 21st Cent Multimedia Lit I, II

In this course students become effective in their use of 21st Century literacy tools such as podcasts, videos, and websites combined with research and solution-based journalism. The class is designed to be collaborative with students working together to create and showcase projects. Students will identify issues related to inequity and use multimedia literacy skills to create actionable solutions. Student choice and voice will be the foundation of this course. Students will develop strong and effective lifelong communication skills.

Prerequisite: Juniors and seniors only

Graduation Credit Earned: College/Career; Elective

Honors Drama I

This course is an elective that introduces students to various acting techniques and the elements of theater. Basic concepts are presented through the use of exercises and improvisation. Students develop the skills and freedom necessary to react spontaneously and honestly moment to moment. The objectives of the course include (1) providing students with a working knowledge of theatre terminology, history, and theory; (2) encouraging students to read plays and view theatre performance critically; (3) developing and improving fundamental performance and production skills. The first and third quarters will focus on world theatre history and theory, and the second and fourth quarters will be mainly performance based. Major topics include history and genre study, play script analysis, design, scene study, criticism, movement, improvisation, and production. In some cases, practical experience will be gained by work on one or more Payton Players' productions. This course can

satisfy one of a student's two required credits in Fine Arts. This class will be a multi-level class incorporating students in Drama II.

Prerequisite: none

Graduation Credit Earned: Fine Arts – Theatre/ Drama; College/Career; Elective

Honors Drama II

Drama II will introduce the study of advanced acting techniques including Stanislavski, Meisner, Viewpoints, etc. using scripted material, improvisation, and physical work. This course focuses on developing the fundamental skills used in rehearsing and performing modern realistic plays. Through an exploration of various acting techniques, students acquire the tools and skills necessary for honest characterization. Students will also study and apply directing skills and techniques. Directors will work with actors throughout the entire course and learn techniques on how to communicate with actors and evoke natural, spontaneous performances. Directors will focus on detailed scene work as well as the practical and technical aspects of directing. This class will be a multi-level class incorporating students in Drama I.

Prerequisite: Drama I

Graduation Credit Earned: Fine Arts – Theatre/ Drama; College/Career; Elective

Honors Journalism: Newspaper

Journalism I produces the school's weekly, web-based newspaper, and quarterly print paper, The Paw Print. Students will study the history of journalism and learn how to write news, features, arts reviews, sports coverage, and editorial articles. Students will pitch story ideas, as well as accept writing assignments from student editors. In addition, students will keep weekly news journals based on their analysis of professional news sites and learn basic photographic skills. Throughout the year, students will publish articles both online and in print editions of the paper.

Graduation Credit Earned: College/Career; Elective

Honors Journalism – Yearbook I, II

Yearbook is a year-long elective open to all junior and senior Payton students. The course introduces students to photojournalism techniques required to create and produce, as well as the skills needed to advertise and market the Payton's yearbook, Nauta. The course is student-centered, focusing on developing students' skills in photography, writing, layout/design, and marketing. Students, working with the yearbook advisor form a yearbook production staff that develops the production plan for publishing the current yearbook. Leadership opportunities are available to any student interested in taking on the role of managing editors or section editors. Students interested in marketing, advertising or business are encouraged to work in the capacity of Business Manager to develop the yearbook sales campaign and marketing strategies. Students who are interested in developing or using their desktop publishing skills will be thrilled to work with our eDesign software (an internet-based platform similar to Adobe In-Design) which allows students access to the yearbook 24-7. Art and photography students are encouraged to use their knowledge of art, photography, and Photoshop to assist staff in the creation of layouts, cover and endsheet designs, and graphics as well as scheduling photography shoots, selecting and cataloging photographs, and maintaining photography files. Yearbook is a wonderful experience for students because it captures and records the history of Payton one day and one year at a time.

Prerequisite: Juniors and seniors only

Graduation Credit Earned: College/Career; Elective

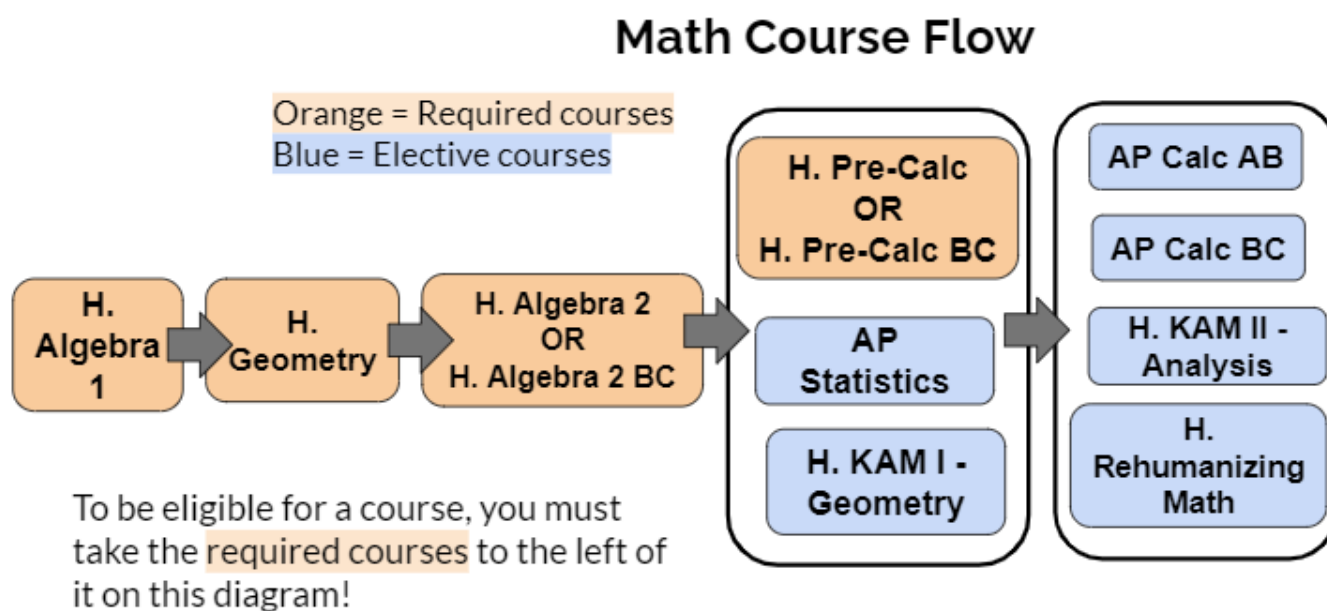
Honors Women in Literature

In this course, students will critically study women writers in world literature. Readings will cover a range of different world cultures and time periods. Texts are selected from a variety of genres including poetry, short stories, novels, autobiography, and essays. Students will study literary works that focus on issues relating to gender, empowerment and feminism.

Prerequisite: Juniors and seniors only

Graduation Credit Earned: College/Career; Elective

MATHEMATICS



Honors Algebra I

Students learn to manipulate algebraic expressions and use them to model real world phenomena. An emphasis is placed on representing problems both graphically and symbolically. Students learn problem-solving strategies and how to recognize, describe, and use number patterns.

1st Semester: Properties of Equality, Substitution and Distribution, Functions, Linear Functions, Linear Graphing, Algorithms for Solving Linear Equations

2nd Semester: Systems of Linear Equations and Inequalities, Exponents, Radicals, Polynomials, Quadratic Functions

Additional topics may include: Data Analysis

Prerequisite: none

Graduation Credit Earned: Algebra

Honors Geometry

Investigation, justification and proof are themes repeated throughout this course. With GeoGebra, students investigate geometric situations and learn to justify their conjectures using a variety of methods. Whenever possible, paper folding and other “hands on” methods are used to introduce concepts.

1st Semester: Habits of Mind, Constructions, Congruence, Area

2nd Semester: Volume, Similarity, Coordinates, Vectors, Trigonometry

Prerequisite: Algebra I

Graduation Credit Earned: Geometry

Honors Advanced Algebra with Trigonometry

The central theme of Honors Algebra II is the study of functions and function families. In this course, we will build on students’ understanding from Algebra I to learn how to represent functions verbally, graphically, algebraically, and numerically. We will write functions that model the world, and use functions to make predictions about inputs and outputs. This course dedicates time to reviewing, practicing, and solidifying foundational skills before building upon them in greater depth. We emphasize problem-solving and collaborative learning in lessons, and put an emphasis on practicing skills thoroughly.

1st Semester: Foundations of algebra, functions, quadratic functions, trigonometric functions

2nd Semester: Sequences and series, Exponential and logarithmic functions, systems of equations, absolute value and piecewise functions

Prerequisite: Algebra I and Geometry

Graduation Credit Earned: Adv Alg/Trig

Honors Advanced Algebra with Trigonometry BC

In this course, we study patterns, scenarios, abstract mathematics, and real-world data, using algebra to understand the world around us. The central theme of Algebra II BC is learning to work with various types of functions. We will move between graphic, numeric, symbolic, and verbal representations of functions, developing predictive models and learning to solve various problems using each function type. We will supplement this work by studying additional topics such as number theory, three-dimensional graphing, matrices, and more. Classroom instruction emphasizes problem solving and collaborative learning. Little time is spent on practice/review of fundamental algebra skills, so students should come in with a strong grasp of algebra 1 concepts.

1st Semester: Number theory, sequences and series, functions, systems of equations and inequalities, absolute value, piecewise functions

2nd Semester: Quadratics and polynomials, Exponential & logarithmic functions, trigonometric functions, probability and combinatorics

Prerequisite: Algebra I and Geometry

Graduation Credit Earned: Adv Alg/Trig

Honors Pre-Calculus

All of the functions that are necessary to take a full Calculus course are studied here. Polynomial, rational, exponential and logarithmic functions are studied in greater depth than in Algebra 2. Unit circle trigonometry is revisited, this time with the introduction of radian angle measures, along with graphing in the coordinate plane and manipulations using identities. Transformation of functions is a recurring theme of this course and receives strong emphasis. Finally, the concept of the derivative is developed in anticipation of Calculus. As in all math courses at Walter Payton, students learn to move fluidly between graphic, numeric and symbolic representations of functions.

1st Semester: Transformations of Functions, Exponentials, Logarithms, Trigonometry

2nd Semester: Further Trigonometry, Polynomials, Rational Functions, Conic Sections, Limits, Derivatives

Prerequisites: Advanced Algebra with Trigonometry

Graduation Credit Earned: Pre-Calculus; College/Career; Elective

Honors Pre-Calculus BC

Honors Pre-Calculus BC extends and deepens the concepts of Honors Algebra II BC while allowing the students to explore newer ideas as well, providing them with a solid foundation for AP Calculus BC and beyond. Students should leave the course with the facility to perform algebraic manipulations, to see structure at various levels in mathematical expressions, to achieve desired geometric transformations of graphs, to encode given information in mathematical relations, to optimize relevant quantities, to determine and interpret rates of change, to work in the coordinate system that is natural to a given scenario, and to persevere in solving problems.

Effectively a double-honors course, Honors Pre-Calculus BC spends less time on review to allow more time on solving interesting problems. Students should have excellent algebra fluency with little need for advanced algebra relearning. In nearly all activities, students collaborate in the problem-solving process, forming and testing conjectures while critiquing the ideas of others, thus engaging in the Standards for Mathematical Practice as defined by the Common Core. The mathematics is understood in terms of big ideas, and connections are made frequently with concepts from Honors Geometry and Honors Algebra II BC. Furthermore, topics specific to the AP Calculus BC curriculum are covered during the year, and students completing Honors Pre-Calculus BC will have seen what is essentially the first quarter of college-level introductory calculus course.

The mathematical content of the course includes Parametric Equations; Relations and Transformations; Rates of Change; Sequences and Series; Counting and Probability; Inductive Proof; Exponential, Logarithmic, Logistic, Radical, and Rational Functions; Triangle Trigonometry; Unit Circle Trigonometry; Trigonometric Identities and Equations; Polar Graphing; Vectors; Complex Numbers; Theory of Equations; Conic Sections; and Markov Chains.

Prerequisites: Advanced Algebra with Trigonometry BC or department permission

Graduation Credit Earned: Pre-Calculus; College/Career; Elective

Rehumanizing Mathematics

This course moves beyond traditional school mathematics to interrogate what mathematics is and how it shows up in the world around us. During the first semester, we will expand our definitions of what mathematics is, and why it is a subject worthy of exploration. We will reflect upon our previous experiences with math, engage in the mathematical practices of many different cultures, and discover how mathematics can contribute to our personal development. In the second semester, we will examine ways that mathematical ideas show in the modern world, studying its applications in finance, algorithms, and data visualization. Above all, we will connect with each other through a shared experience of doing rigorous math, critiquing the ways that mathematics is used, and learning to use mathematics for personal development and social good.

1st semester: Mathematics for human flourishing, Mathematics and culture, Topology

2nd semester: Personal finance, algorithms and big data, math and the media

Prerequisites: Advanced Algebra with Trigonometry BC or Pre-Calculus, Seniors only

Graduation Credit Earned: College/Career; Elective

Advanced Placement Calculus AB

Students will learn Calculus through multiple representations - numeric, graphic and symbolic. The graphing calculator will be used to develop conceptual understanding, and traditional paper manipulation will be emphasized. The outline for this course, AP Statistics and AP Calculus is available through the College Board's

website (collegeboard.com). All students will be expected to take the AP exam in May. Many colleges will grant *one* semester of Calculus credit for successful completion.

1st Semester: Continuity, Limits, and Derivatives with Applications

2nd Semester: Integrals, The Fundamental Theorem of Calculus, Polynomial Approximation and Series

Prerequisites: Pre-Calculus

Graduation Credit Earned: College/Career; Elective

Advanced Placement Calculus BC

All of the topics in AB Calculus are included in BC Calculus; additional topics include Taylor Series, Parametrics as well as polar Equations, Vectors, L'Hospital's Rule, Euler's Method and Improper Integrals. The outline for this course, AP Statistics and AB Calculus is available through the College Board's website (collegeboard.com). All students will be expected to take the AP exam in May, for which many colleges will grant *two* semesters of Calculus credit.

1st Semester: Continuity, Limits, Derivatives with Applications, Integrals, and The Fundamentals Theorem of Calculus.

2nd Semester: Approximation and Series, Taylor Series, Improper Integrals, Vector Calculus, Calculus in Polar Coordinates

Prerequisites: Pre-Calculus BC or AP Calculus AB

Graduation Credit Earned: College/Career; Elective

Advanced Placement Statistics

The Advanced Placement course in statistics will introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students will be exposed to four broad conceptual themes: (1) exploring data: observing patterns and departures from patterns; (2) planning a study: deciding what and how to measure; (3) anticipating patterns: producing models using probability theory and simulation; and (4) statistical inference: confirming models and using sample data to make inferences about the entire population. Students will learn to use statistics software both on the computer and on the TI-83 calculator, and the course will not emphasize rote computation, but rather interpretation of the computed output. All students will be expected to take the AP exam. Many colleges will grant credit and placement for freshman statistics.

Prerequisites: Advanced Algebra with Trigonometry or Advanced Algebra with Trigonometry BC

Graduation Credit Earned: College/Career; Elective

Honors Advanced Mathematics (KAM) I (Offered alternating years)

KAM I: Geometry is a college-level course similar to 100- or 200-level courses in advanced geometry (first semester) and dynamical systems (second semester). The course begins with topics in Euclidean geometry beyond what is covered in the standard Geometry curriculum: advanced constructions, triangle centers, the Fermat Point, the Nine Point Circle, etc. We explore the algebra of transformations and include an in-depth look at synthetic inversion. Second semester, we study axiomatic non-Euclidean Geometry, including Hilbert's axioms, Spherical, and Hyperbolic geometry. Finally, we work through an introduction to iteration, fractals, and chaos, including some advanced work with dynamical systems theory. Julia sets and the Mandelbrot are studied at the conclusion of the course. Both semesters involve writing rigorous proofs, weekly problem sets, and a few out-of-class projects of various lengths.

Prerequisites: Prerequisites: A or B in Advanced Algebra with Trigonometry BC

Graduation Credit Earned: College/Career; Elective

Honors Advanced Mathematics (KAM) II (Offered alternating years)

KAM II: Analysis aims to introduce students to three core areas of mathematics while developing the capacity to solve problems, make and probe conjectures, and prove theorems. Course topics will include sets and logic, number theory, and analysis of functions. Both semesters involve writing rigorous proofs and a few out-of-class projects of various lengths. We will also focus on building a supportive community of mathematicians. Expect to work together on challenging content and to periodically facilitate discussions of problems.

Prerequisites: A or B in Pre-Calculus BC; must be enrolled in or have completed AP Calculus BC

Graduation Credit Earned: College/Career; Elective.

Note: Payton does not accept credits for coursework completed at outside institutions for course advancement. 9th grade students taking Algebra 1 should speak to their Algebra teacher regarding Payton-specific courses that would advance them to Calculus by their senior year.

PHYSICAL EDUCATION

Physical Education I – Health

The course will cover twenty weeks of health and twenty weeks of physical education. The first year course has a heavy emphasis on decision-making skills. The health portion is skills-based health education. It is an approach to creating or maintaining healthy lifestyles and conditions through the development of knowledge, attitudes, and especially skills, using a variety of learning experiences, with an emphasis on participatory methods. The units include analyzing influences, accessing valid information, products and services, interpersonal communication, decision making, goal setting, practicing health enhancing behaviors (healthy habits + self-management), advocacy and comprehensive sex education.. The physical education portion will cover a broad overview of adventure education, team sports, individual sports, and aerobic activities, along with pre and post Fitnessgram testing.

Prerequisite: Freshmen only

Graduation Credit Earned: PE I and Health Education Credit

Physical Education II (with Driver Education)

The course will cover 30 weeks of physical education and ten weeks of driver education. The physical education portion will cover a broad overview of team sports, individual sports and aerobic activities. The driver education portion will cover the basics of driving with the skills necessary to pass the state driving test.

Sophomores who have completed a driver's education course in the summer must submit a copy of the permit and certificate of completion at registration at the beginning of the school year. These students will be enrolled into another physical education class, which meets the same class period, for ten weeks, and then return to their PE II course after the driver's education portion is complete. These students will meet the driver's education graduation requirement and earn a full year of physical education credit on their transcript.

Prerequisite: Sophomores only

Graduation Credit Earned: PE II, Driver's Education requirement

Honors Dance I, II

In this year-long course, students will engage in a variety of dance-based physical activities designed to promote and create lifelong health and fitness skills as well as an appreciation for dance as an artform. Students will develop kinesthetic awareness, proper body alignment, strength, flexibility, and learn general dance principles and dance history/culture/connections.

This course is also designed to further establish students' artistic appreciation and expression. . The curriculum emphasizes students' acquisition of beginning to intermediate movement skills and refined motor control through the study of ballet, jazz, modern, tap, and other dance techniques. Students' movement experiences will also include performing, taking master classes, choreographing, and attending performances throughout the year.

Prerequisite: Juniors and seniors only; PE I and PE II.

Graduation Credit Earned: Fine Arts –Dance; College/Career; Elective. Also satisfies PE III or PE IV enrollment requirements.

(Simultaneous fulfillment of one Fine Arts credit and PE enrollment requirement through Dance I or II applies one year only.)

Honors Intro and Advanced Personal Fitness and Wellness

These are year-long courses covering group fitness, circuit training activities, core strength, weight training, cardiovascular fitness and plyometrics. Many activities in adventure education as well as orienteering and outdoor education will also be explored. Students will participate in activities that improve their individual fitness capacity at all levels including cardio/respiratory capacity, muscular strength, endurance as well as flexibility while learning about the kinesiology of muscles, power, balance and speed. Students with credit for Intro to Personal Fitness and Wellness can enroll in the advanced course the following year.

Prerequisite: Juniors and seniors only; *PE I and PE II, (Intro is the prerequisite for advanced course.)*

Graduation Credit Earned: Elective. Also satisfies PE III or PE IV enrollment requirement

Honors Unified PE Leaders 986101H 986102H 986201H 986202H

Honors: Unified PE Leaders available to Juniors and Seniors

Here at Payton we have a large population of diverse learners who are a big part of our school community. Unified PE Leaders aim is to break down some of the barriers that exist in society by pairing up students with a buddy during PE class. Games and activities will be modified to bring everyone in the class together. If you want to be a leader, you need to be outgoing, energetic, and willing to give to others. The class is about encouraging your classmates to do their best by being the best model you can be, caring enough to get them involved and empowering everyone to be physically active throughout life. If you want to make a difference, this is the class for you. If you are part of the PE Unified group, uniforms are mandatory. Journaling about your experiences in the class and around the school with your buddy and participation in Special Olympic Unified competitions will be part of your experience. Prerequisites: PE I and II. Acceptance is dependent upon approval of the Physical Education teachers. 1 credit

[Unified PE leaders Application](#)

SCIENCE

Honors Astronomy

Astronomy is the study of the universe, basically everything outside of our own small planet. This course will cover a wide variety of topics from ancient astronomy to the newest discoveries and theories. Topics may include: familiarity with the night sky; cosmology; stars and galaxies; past and future explorations; exoplanets and the use of technological tools. Emphasis will be placed on modeling, inquiry learning, and technology.

Prerequisite: Physics, Chemistry or AP Chemistry, Biology or AP Biology, Juniors or Seniors only

Graduation Credit Earned: College/Career; Elective;

Honors Biology

Honors Biology examines the living world using the knowledge and skills students have acquired in Physics and Chemistry. The explosion of information that occurred since the elucidation of the structure of DNA exemplifies the connections among the sciences. Students in this course will examine cell structure and function, energy relations within and among cells, genetics, evolution and the relationship between organisms and their environment. The threads that unite the sciences will be emphasized and students will be encouraged to make connections with prior knowledge.

Prerequisite: Physics, Chemistry or AP Chemistry

Graduation Credit Earned: Biology

Honors Biotechnology

Honors Biotechnology gives students a comprehensive introduction to the scientific concepts and laboratory research techniques currently used in the field. In addition, students develop the laboratory, critical thinking, and communication skills currently used in the biotechnology industry. Furthermore, students will explore and evaluate career opportunities in the field of biotechnology through extensive readings, laboratory experiments, class discussions, and research projects. Course objectives include both academic knowledge (theory and facts) and technical skills (laboratory techniques), and are presented in a progressively rigorous manner.

Prerequisite: Physics, Chemistry, Biology or AP Biology

Graduation Credit Earned: College/Career; Elective

Honors Chemistry

Honors Chemistry is a physical science course extending freshman physics. This course is designed to be student-centered and lab-intensive. Students will use experimentation to discover and support chemical concepts and theories with a hands-on approach. Lectures are minimized, and students will spend the majority of class time working in small groups or analyzing concepts in a laboratory setting. By the end of this introductory course, students will be well versed in defining how structure is related to chemical properties and reactivity, be able to qualify and quantify chemical reactions in all states of matter, understand equilibrium and the interaction between acids and bases, discuss how energy is involved in chemical reactions and phase transformations, and to integrate previous knowledge such as energy conservation and forces to illustrate chemical behavior at a molecular level.

Prerequisite: Physics

Graduation Credit Earned: Chemistry

Honors Human Anatomy & Physiology

This course presents the study of human body systems (such as the nervous, circulatory, respiratory, digestive, immune, reproductive, and excretory) at both the anatomical (structural) and physiological (functional as explained by biochemistry) levels. These systems are taught within units focused on a major relevant context (such as the obesity epidemic, substance misuse, or environmental justice). Instruction in these systems is offered via lectures, discussions, speakers, laboratory dissections and hands on activities. This includes microscopic (examination of tissues and cells) and macroscopic (dissection of hearts, brains and eyes) examinations.

Prerequisite: Physics, Chemistry or AP Chemistry

Graduation Credit Earned: College/Career; Elective; also satisfies PE III or PE IV enrollment requirement when enrolled as a junior or senior

Honors Physics

Honors Physics is the introductory physical science course at Payton. Honors Physics provides a firm foundation for future studies in the physical and biological sciences by exposing students to fundamental scientific concepts, developing students' hands-on laboratory skills and mathematical reasoning abilities, and instilling habits of mind that are vital to learning in all contexts. Areas of exploration in this course include kinematics, energy, waves, and electrostatics.

Prerequisite: none

Graduation Credit Earned: Physics

Advanced Placement Biology

Advanced Placement Biology is the equivalent of a college level introductory biology course usually taken by biology majors. Passing the AP Biology exam in May normally qualifies the students for college credit. The course aims to provide students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with the rapidly changing science of biology. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. The lab work required is inquiry-based and time intensive as in a college class. In order to accommodate the extensive class and lab work required, students must enroll in AP Biology as a double period.

Prerequisite: Physics, Chemistry or AP Chemistry

Graduation Credit Earned: Biology; College/Career; Elective

Advanced Placement Chemistry

Advanced Placement Chemistry is an in-depth, critical examination of the study of matter. There are eight specific units: Atomic Structure and Properties, Molecular and Ionic Compound Structure and Properties, Intermolecular Forces and Properties, Chemical Reactions, Kinetics, Thermodynamics, Equilibrium, Acids and Bases, and Applications of Thermodynamics. The AP Chemistry course is an extension of Honors Chemistry, and places a heavy emphasis on laboratory activities and analysis. This course is equivalent to an introductory college chemistry class, and the comprehensive laboratory will include experiment design, instrumental analysis, and formal presentation of data in written and verbal formats. In order to facilitate the extensive class and lab work, students must enroll in AP Chemistry as a double period.

Prerequisite: Physics

Graduation Credit Earned: Chemistry; College/Career; Elective

Advanced Placement Environmental Science

A college level course designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

Prerequisite: Biology and Chemistry

Graduation Credit Earned: College/Career; Elective

Advanced Placement Physics C: Mechanics

This course corresponds to the first semester of a collegiate introductory physics sequence, for students planning to specialize in a physical science or engineering, and utilizes guided inquiry and student centered learning, to foster the development of critical thinking skills. Furthermore, introductory differential and integral calculus throughout the course, to investigate the following content areas in depth: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Previous or concurrent enrollment in Calculus is expected.

Must be taken concurrently with AP Physics C: Electricity and Magnetism

Prerequisite: Pre-calculus Biology and Chemistry

Graduation Credit Earned: College/Career; Elective

Advanced Placement Physics C: Electricity and Magnetism

This course corresponds to the second semester of a collegiate introductory physics sequence, for students planning to specialize in a physical science or engineering, and utilizes guided inquiry and student centered learning to foster the development of critical thinking skills. Furthermore, introductory differential and integral calculus throughout the course, to investigate the following content areas in depth: electrostatics; conductors, capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism.

Must be taken concurrently with AP Physics C: Mechanics

Prerequisite: Pre-calculus Biology and Chemistry

Graduation Credit Earned: College/Career; Elective

SOCIAL SCIENCES

Financial Education and Constitution Test Graduation Requirements:

The Illinois State Board of Education requires all high school graduates to complete a financial education unit of study. Freshmen meet this requirement in their Honors World Studies or AP Human Geography class. This unit will address topics of personal finance such as banking, payment types, credit scores, renting vs. owning, insurance, consumer protection, and budgeting.

The Illinois State Board of Education also requires all high school graduates to study and show proficiency in the principles of representative government, as embodied in the *Declaration of Independence* and the *U.S. Constitution*. The constitution test requirement will be addressed and assessed through study and practice of these principles in the Honors US History and AP US History courses.

Honors World Studies

The objective of this introductory survey course is to help students understand how the world has arrived at its present condition through studies of past developments. The themes of civilization-building, cultural, social, and political development, cross-cultural interaction, and the rise, fall and reorganization of states are addressed through a chronological and thematic global approach. Mastery of this content helps students learn to view the world through various social sciences - as geographers, historians, political scientists, economists, anthropologists, and sociologists.

Prerequisite: Freshmen only

Graduation Credit Earned: World Studies

Advanced Placement Human Geography

Why are iPads designed in California but made in China? How does early Hip-hop culture reflect characteristics of folk culture? Why does Denmark need more babies? What are the demographic, economic, and agricultural benefits of empowering women? These are some of the unique questions that will be addressed in AP Human Geography. This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. The course covers a broad range of topics including economics, political geography, urban studies, culture, population, and agriculture. Students also learn about the methods and tools geographers use in their science and practice. Throughout the course students will ask the fundamental question that geographers are concerned with: **where and why?** Like all AP courses, Human Geography is rigorous in nature and faster paced than honors courses.

Prerequisite: Freshmen only

Graduation Credit Earned: World Studies; College/Career; Elective

Honors United States History

U. S. History offers students a survey of the major social, political, cultural, and economic movements from solely indigenous times to the modern day. While this is a survey course, recurring themes and ideologies resonate throughout the course, including diversity, identity, expansion, and (in)tolerance. By examining diverse cultural texts, underrepresented narratives, and historical documents we will work to understand what "America" means and what it means to be American. The analytical thinking, writing, and reading skills that students develop in this course will equip them for college and lifelong learning.

Prerequisite: World Studies or AP Human Geography

Graduation Credit Earned: US History

Advanced Placement United States History

AP U. S. History is a demanding introduction to American History and culture that assumes a high level of interest and competence on the part of the student. Because this course is similar to a first-year college course, students should expect a heavier workload than most regular high school history courses. The analytical thinking, writing, and reading skills that students develop in AP US History will equip them for college and lifelong learning.

Prerequisite: World Studies or AP Human Geography

Graduation Credit Earned: US History; College/Career; Elective

Honors Civics/Honors Sociology

One semester: **Civics** Who is included in “we the people?” Was its meaning defined in 1787 or does it change over time? If it does change, what determines the change? What are the reciprocal rights and responsibilities between people and their government and among people? Why do these rights and responsibilities exist? In this course students will explore both history and current events to investigate answers to these questions and practice the skills of healthy democracy. Through simulations and real world experiences students will learn how to be engaged and active in their community and government.

One semester: **Sociology** Sociology is an introduction to the systematic scientific study of human society. Students will utilize the scientific method as it applies to sociological research, develop an understanding of major core concepts of sociology, and apply these concepts to their own lives and modern day society. Students will begin the semester by developing an understanding of major principles of sociology and social psychology and apply these findings to various sociological concepts including: delinquency and the prison system, race, sex and gender, and socioeconomic stratification. Why are African Americans disproportionately represented in the criminal justice system? Why do women make up only 4.6% of Fortune 500 CEO’s but make up roughly 50% of the population? All of these are questions that will be examined in this class.

Prerequisite: World Studies or AP Human Geography and US History or AP US History

Graduation Credit Earned: Social Science Elective; College/Career; Elective, and meets Civics Grad Requirement

Honors Civics/Honors Human Rights

One semester: **Civics** Who is included in “we the people?” Was its meaning defined in 1787 or does it change over time? If it does change, what determines the change? What are the reciprocal rights and responsibilities between people and their government and among people? Why do these rights and responsibilities exist? In this course students will explore both history and current events to investigate answers to these questions and practice the skills of healthy democracy. Through simulations and real world experiences students will learn how to be engaged and active in their community and government.

One Semester: **Human Rights** What exactly are human rights? Should international law have an impact on US behavior? Why is your iPhone not PC? Is globalization good or bad for human rights? What motivates people to engage in evil behavior that violates others' human rights? How can other people just stand by while atrocities, such as genocide, occur? What motivates others to risk their lives to try to save strangers? This course aims to investigate these questions and provide the necessary historical background to current conflicts. It is designed to make complex historical phenomena understandable as well as to demonstrate to students the range of options that existed which could have significantly altered the course of the 21st century.

Prerequisite: World Studies or AP Human Geography and US History or AP US History

Graduation Credit Earned: Civics and Civics Service Learning Credit; College/Career; Elective

Advanced Placement United States Government

How did Barack Obama win the presidency? What about President Donald Trump? Is democracy the best form of government? Should representatives represent their constituents or should they do what they think is best? Why do most people think the Electoral College should be abolished, but make no serious efforts? What are the rules surrounding one’s freedom of speech and search and seizure? Why do conservatives want the federal government to spend billions on defense, but far less (if any) money on education? Why do liberals want the federal government to spend more by taxing the wealthy at a higher tax rate? Students in AP U.S. Government

will explore these and similar inquiries. Students will delve into the Constitution, citizens' beliefs and behaviors of government, linkage institutions (political parties, interest groups, political action committees, media), the legislative, executive (including bureaucracy), and judicial branches of government, policy-making processes, and civil liberties and civil rights.

Students in this course are required to complete a civics project, adding a component to the course in which students explore how they can affect, and are affected by, government and politics. Students might collect data on a political science topic, participate in a community service, or observe and report on policy making.

Prerequisite: World Studies or AP Human Geography and US History or AP US History

Graduation Credit Earned Civics and Civics Service Learning Credit; College/Career; Elective

Advanced Placement Microeconomics

Do seat belts increase automobile accidents? Are cashmere sweaters too cheap, even at a price of \$100? Can a minimum "living" wage cause more harm than good? Why are illegal drug cartels diversifying into the avocado business? How can cable companies be so customer-unfriendly? AP Microeconomics, like all social science courses, examines human behavior. This course underscores that in the face of scarcity, choices must occur. Students will examine how individual decision-makers, such as consumers, producers, and organizations, behave when confronting scarcity. Using concepts of demand, supply, opportunity cost, efficiency, equity, comparative advantage, incentives, transaction costs, and property rights, students will explore methods by which economic decisions occur, and resources are allocated, in a world of unlimited wants but limited resources. The course places emphasis on the study and application of economic theory through experiential learning and analysis of current events. Together we will explore why gas stations often appear right across the street from one another; why Chicago contains hundreds of taco joints but only one electric company; why college costs so much. From pollution to human organ trafficking, to nuclear weapons and game theory, we will learn to look at the world through the powerful lens of economics. Once the AP exam is over, we'll delve into personal finance skills, including money management and financial literacy.

Prerequisite: World Studies or AP Human Geography and US History or AP US History

Graduation Credit Earned: Social Science Elective; College/Career; Elective

Advanced Placement Psychology

What affects your behavior and mental processes? How do we measure intelligence? Is it genetics, environment, or a combination of both? How are mental health illnesses diagnosed and treated? This year-long course is meant to introduce students to the systematic and scientific study of the behavior and mental processes of

human beings and animals. Students are exposed to the psychological facts, principles and phenomena associated with the major fields within psychology. They also learn about the methods psychologists use to explore the processes involved in normal and abnormal perceptions, thoughts, feelings and actions. The course aims to instill knowledge, skills and attitudes that are applicable to their own lives and to prepare them for the AP Psychology exam.

Prerequisite: World Studies or AP Human Geography and US History or AP US History

Graduation Credit Earned: Social Science Elective; College/Career; Elective

Advanced Placement World History

AP World History is a demanding course that takes a wide-angle view of human history, spanning millennia (8000 B.C.E. –present), focusing on examples of human societies, and always looking for trends in global processes. It focuses on factual knowledge and analytical skills to examine evidence and assemble arguments like a historian, such as examining causes and consequences and making comparisons among major societies. This course examines how cultural, political, and technological trends continue or change over time. Some of the guiding questions are: Why have there always been inequalities between people? Why have certain societies had more or fewer inequalities based on race/gender/class? What is power? How have governments and people interacted through cooperation and contention? Are there alternatives to modern arrangements of power? How have religions and belief systems influenced both individuals and the long arc of history? What makes an idea “good” and influences world history? How are people connected (or separated) through systems of exchange and trade? How and why have the conditions in different societies transformed over time? What do historians do? How do we know what we “know” about the past?

Prerequisite: World Studies or AP Human Geography and US History or AP US History

Graduation Credit Earned: Social Science Elective; College/Career; Elective

WORLD LANGUAGE

The Chinese, French and Spanish curriculum from Levels 1-AP will focus on themes from the [College Board's World Language Advanced Placement Curriculum](#) (Personal and Public Identities, Families and Communities, Contemporary Life, Beauty and Aesthetics, Science and Technology and Global Challenges), inspired by the American Council of Teachers of Foreign Languages' (ACTFL) [21st Century Skills Map](#) and the Chicago Public School's [World Language Guidance Document](#).

The Latin curriculum will focus on [American Classical League Standards](#) and the College Board's [Advanced Placement Latin \(Vergil\) Course](#).

The [Comprehensible Input Theory](#) of language acquisition is the guiding philosophy in all World Languages and levels, and is accomplished through teacher and student input, incorporation of authentic materials from multiple print and multimedia sources, and skill-building in the following modes: interpersonal communication, presentational speaking and writing, and interpretive listening and reading. Students move from ACTFL's [Novice](#) through [Intermediate](#) then [Advanced](#) proficiency levels from Level 1 through Level 4 or AP.

Honors French I, Mandarin I and Spanish I

Level: Novice Low to Novice High

Upon successful completion of the Level I course, it is expected that students will perform at the Novice High proficiency level in all skill areas, and be able to do most of the following, within the context of everyday life: communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language; handle short social interactions in everyday situations by asking and answering simple questions; present basic information on familiar topics using practiced language using phrases and simple sentences; write short messages and notes on familiar topics and often understand words, phrases, and simple sentences; recognize pieces of information and sometimes understand the main topic of what is being said; understand familiar words, phrases and sentences within short and simple texts; can sometimes understand the main idea of what is read. Target language culture(s) will be embedded in thematic units throughout the year.

Graduation Credit Earned: World Language; College/Career; Elective

Honors Latin I

The Latin I class is a window into one of the most fascinating civilizations that has left such a captivating impact on our own civilization. The main focus of the class is to provide the skills needed for reading and translating the Latin language. This will be done by learning the grammar, syntax, and vocabulary of the language. To fully understand the ancient Romans and see the connections to our own world, students will also become historians, archaeologists, anthropologists, art historians along the way. Students will learn Roman mythology and connect it to literature and art. Latin I students are required to take the National Latin Exam and encouraged to participate in the CPS Latin Olympics, the Illinois Junior Classical League Convention, and the Illinois Certamen Competition.

Graduation Credit Earned: World Language; College/Career; Elective

Honors Spanish for Heritage Speakers I, II

This course is an accelerated version of Spanish for Heritage Speakers. Students will work on perfecting grammar structures, vocabulary, writing and conversational skills. They will explore the cultures of the Spanish-speaking world in an effort to gain a functional knowledge of the language.

Prerequisite: Competency assessed through Payton placement exam

Graduation Credit Earned: World Language; College/Career; Elective

Honors French II, Mandarin II and Spanish II

Level: Novice Mid to Intermediate Mid

Upon successful completion of the Level II course, it is expected that students will perform at the Intermediate Mid level in all skill areas, and be able to do most of the following: participate in conversations on familiar topics using sentences and series of sentences; handle short social interactions in everyday situations by asking and answering a variety of questions; usually say what he/she wants to about his/her everyday life; make presentations on a wide variety of familiar topics using connected sentences; write on a wide variety of familiar topics using connected sentences; understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies; understand the main idea in conversations that are overheard; understand the main idea of texts related to everyday life and personal interests or studies. Target

language culture(s) will be embedded in thematic units throughout the year.

Prerequisite: Level I of language or competency assessed through Payton placement exam

Graduation Credit Earned: World Language; College/Career; Elective

Honors Latin II

The Latin II course builds on previously learned skills of Latin I. In this second year most grammatical structures will be acquired by the student. Students will begin to read first hand historical accounts that will allow them to further their understanding of Roman expansion. Students will focus on the history of the Republic, the Punic wars, and the civil wars leading to the beginning of the Empire. They will continue to learn about Mythology and the stories that will be related to the text of future readings. The students of Latin II are required to take the National Latin Exam and encouraged to participate in the CPS Latin Olympics, the Illinois Junior Classical League Convention, and the Illinois Certamen Competition.

Prerequisite: Latin I or competency assessed through Payton placement exam

Graduation Credit Earned: World Language; College/Career; Elective

Honors French III, Mandarin III and Spanish III

Level: Intermediate Low to Intermediate High

Upon successful completion of the Level III course, it is expected that students will perform at the Intermediate High level and be able to do most of the following: participate with ease and confidence in conversations on familiar topics; usually talk about events and experiences in various time frames and describe people, places, and things, and handle social interactions in everyday situations, sometimes even when there is an unexpected complication; make presentations in a generally organized way on school, work and community topics, and on topics they have researched; make presentations on some events and experiences in various time frames; write on topics related to school, work and community in a generally organized way; write some simple paragraphs about events and experiences in various time frames; easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies; usually understand a few details of what is overheard in conversations, even when something unexpected is expressed; sometimes follow what is heard about events and experiences in various time frames; easily understand the main idea of texts related to everyday life, personal interests and studies; sometimes follow stories and descriptions about events and experiences in various time frames. Target language culture(s) will be embedded in thematic units throughout the year.

Prerequisite: Level II of language or competency assessed through Payton placement exam

Graduation Credit Earned: World Language; College/Career; Elective

Honors Latin III

The Latin III course focuses on reading authentic Latin text. It is through the authors like Caesar that students will understand the expansion of Rome, with Cicero students will understand the political breakdown of the Roman Republic and the choices made during a civil war, Catullus will allow students to see how poetry and politics can dictate love. Students will also have a chance to read contemporary works of Latin through stories like Harry Potter as well. These readings will strengthen the students' vocabulary as well as appreciate the art of Latin. There will be a focus on literary devices, scansion, plot and character analysis so that the student will master the Latin Language appreciating the full historical connection of the Roman Empire in today's society. Latin III students are required to take the National Latin Exam and are encouraged to participate in the CPS Latin

Olympics, the Illinois Junior Classical League Convention, and the Illinois Certamen Competition.

Prerequisite: Latin II or competency assessed through Payton placement exam

Graduation Credit Earned: World Language; College/Career; Elective

Honors French IV, Mandarin IV and Spanish IV

Level: Intermediate Mid to Advanced Low

Upon successful completion of the Level IV course, it is expected that students will perform at the Advanced Low Level and be able to do most of the following: participate in conversations about familiar topics that go beyond everyday life; talk in an organized way and with some detail about events and experiences in various time frames; describe people, places, and things in an organized way and with some detail; handle a familiar situation with an unexpected complication; deliver organized presentations appropriate to one's audience on a variety of topics; present information about events and experiences in various time frames; write on general interest, academic and professional topics; write organized paragraphs about events and experiences in various time frames; understand the main idea and some supporting details in organized speech on a variety of topics and personal and general interest; follow stories and descriptions of some length and in various time frames; understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed; understand the main idea and some supporting details on a variety of topics of personal and general interest; can follow stories and descriptions of some length and in various time frames and genres.

Prerequisite: Level III of language; or competency assessed through Payton placement exam

Graduation Credit Earned: World Language; College/Career; Elective

Honors Latin IV

Latin IV course offers students the opportunity to read the Aeneid and Caesar's De Bello Gallico in its original text. As the students translate this epic poem and commentaries, they will make connections between Latin grammar and syntax, the story itself and the context of which both authors wrote. This course will help students learn how to read and provide literal translations. As the students read and translate they will also be able to recognize literary devices found within the given lines and how to scan lines in order to fully understand word use and beauty of the original Latin. The students will also learn how to use the text as evidence while developing their skills through short and long written responses. Latin IV students are required to take the National Latin Exam and encouraged to participate in the CPS Latin Olympics and the Illinois Certamen Competition.

Prerequisite: Latin III or competency assessed through Payton placement exam

Graduation Credit Earned: World Language; College/Career; Elective

Honors Mandarin V

Mandarin V is an intermediate-level course conducted entirely in Mandarin, designed to further develop language proficiency across 3 primary modes of communication: interpersonal, interpretive, and presentational.

Students will develop vital communication strategies, hone discriminative listening skills, expand their ability to think critically in the target language. Students will deepen their understanding of the perspectives, practices and products of the target cultures.

Prerequisite: Mandarin III, IV, or AP Chinese

Graduation Credit Earned: World Language; College/Career; Elective

Honors Spanish V

Spanish V is an intermediate-level course conducted entirely in Spanish, designed to further develop language proficiency across 3 primary modes of communication: interpersonal, interpretive, and presentational. Students will develop vital communication strategies, hone discriminative listening skills, expand their ability to think critically in the target language. Students will deepen their understanding of the perspectives, practices and products of the target cultures.

Class activities will consist of daily discussions, movie critiques, reports, SAQs, & debates. Students will engage in problem-solving (passion project), and decision-making through structured and scaffolded research, the negotiation of meanings and opinions. Written expression will be improved through short written assignments. Practice of the grammatical structures and new vocabulary will be done in the context of the class activities.

Prerequisite: Spanish IV, AP Spanish Language, AP Spanish Literature

Graduation Credit Earned: World Language; College/Career; Elective

Advanced Placement

Chinese Language and Culture, French Language and Culture, Spanish Language and Culture

Level: Intermediate High to Advanced Range.

The AP Courses will follow the College Board's Advanced Placement Curricular Themes. Upon completion of AP courses, it is expected that students will perform consistently in the Advanced Range, and be able to: express oneself freely and spontaneously, and for the most part accurately, on concrete topics and on most complex issues; usually support one's opinion and develop hypotheses on topics of particular interest or personal expertise; deliver detailed presentations, usually with accuracy, clarity and precision, on a variety of topics and issues related to community interests and some special fields of expertise; write extensively with significant precision and detail on a variety of topics, most complex issues, and some special fields of expertise; easily follow narrative, informational and descriptive speech; understand discussions on most topics that deal with special interests, unfamiliar situations, and abstract concepts; can sometimes follow extended arguments and different points of view; can easily follow narrative, informational, and descriptive texts; understand what is read on most topics that deal with special interests, unfamiliar situations, and abstract concepts; can sometimes understand

extended arguments and different points of view.

Prerequisite: Level III of language and/or Level IV of language; or competency assessed through Payton placement exam

Graduation Credit Earned: World Language; College/Career; Elective

Advanced Placement Spanish Literature

Level: Advanced range. The AP Spanish Literature and Culture course is designed to introduce students to the formal study of a representative body of literature, written in Spanish, from Spain, Latin America and the United States. The course is conducted entirely in Spanish and provides students with ongoing and varied opportunities to develop proficiency in Spanish across a full range of skills, with emphasis on critical reading and analytical writing. It also encourages students to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish.

Prerequisite: AP Spanish Language, or competency assessed through Payton placement exam

Graduation Credit Earned: World Language; College/Career; Elective

Advanced Placement Latin: Vergil

AP Latin requires students to read in-depth the poetic and prosaic works of various Roman authors as listed on the AP reading list. Students will read specifically from Vergil's Aeneid and Caesar's Commentarii de Bello Gallico in both Latin and English. As the students translate these works, they will make connections between grammar, syntax and the historical context in which both Vergil and Caesar wrote. Special attention is given to metrical patterns of hexametric poetry, literary and rhetorical figures, and the analysis of scholarly commentaries. Students will also practice sight reading, critical analysis and composing literary responses connecting the precise mechanics of the language and context of the Latin work.

Prerequisite: Latin III and/or Latin IV, or competency assessed through Payton placement exam

Graduation Credit Earned: World Language; College/Career; Elective

ADVANCED PLACEMENT CAPSTONE

AP Capstone is a two-year sequence of courses designed to promote students' ability to generate questions, research and understand possible solutions, evaluate what they learn, and synthesize, transform, and transmit their ideas in a variety of formats. In the second year of the course, students complete an independent research project under the mentorship of an outside advisor that they will select with the assistance of their Capstone teacher.

Note: Students who take AP Capstone are automatically granted the PE waiver the year of the course (If they take AP Seminar during their sophomore year the waiver will take effect their junior year.).

Advanced Placement Capstone I: Advanced Placement Seminar

AP Seminar teaches fundamental reading, thinking, writing and speaking skills through the vehicle of student-generated questions. Participants learn how to read closely, develop well reasoned arguments, and present those arguments in both written and oral formats. The class cycles through projects that are both group and individual, with an emphasis on quality over quantity. In the second semester students use their new skills to generate entries for the College Board portfolio.

Prerequisite: none

Graduation Credit Earned: College/Career; Elective

Advanced Placement Capstone II: Advanced Placement Research

AP Research consists entirely of an independent research project conducted under the supervision of an off-campus advisor. The final product of this research will be a paper of about 5000 words (25 pages) in length, and a formal presentation with questions and answers.

Prerequisite: AP Capstone I: AP Seminar.

Graduation Credit Earned: College/Career; Elective

ADVANCED STUDIES COHORT

The Payton Advanced Studies Cohort (PASC) is designed to give select 12th graders the opportunity to pursue a passion that takes them well outside of Payton's standard course offerings. Advanced Studies can take the form of an independent study course or an independent project. See the [full overview and application](#) for examples and more detail. The common thread is that an independent study course or project has a structured plan to learn, think about, and do something that matters deeply to you.

Although your PASC work is largely independent, your project or course of study will benefit from the collective insight and feedback from other members of the Cohort. Approximately every 5 block periods will be used to reflect on your work, academic habits, and get feedback on where to go next. We will share our progress and our plans with members of the Cohort, and give and receive feedback on our work. We aim to create a supportive, fun, and critical community of academics who push themselves and encourage one another to pursue the best version of yourself and your project.

To enter the program, students must complete [the application](#). Applications will be reviewed, and successful applicants will undergo at least one round of revisions; only when a final application has been accepted will the student be officially accepted into PASC. Additionally, students should know that in order to meet programming constraints for the course, it must be listed as the student's highest preference during course selection.

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