Walter Payton College
Preparatory High School

Program of Studies
2013-2014

Character          Courage            Curiosity            Compassion
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GENERAL ACADEMIC INFORMATION

All courses offered at Walter Payton College Preparatory High School are college preparatory courses. The graduation requirements are the following:

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<td>1.0 Art</td>
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General Notes

A program of courses is developed with the student, his or her parents or guardians, and an advisor. All courses offered are either Honors or Advanced Placement. Admission to certain courses requires permission of the instructor or department.

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.
- Complete three substantial (15+ hours) service learning projects (for students in ninth-eleventh grades in 2013-2014; twelfth grade students need only obtain forty service learning hours.
- Pass the Driver’s Education course offered during Physical Education II.
- Pass the Consumer Education as part of a Social Sciences elective
FINE ARTS

Visual Arts

Honors Art Survey
Art Survey is a multi-level art course in which students of varying abilities will have an opportunity to work with a wide range of materials and techniques including: painting/drawing, ceramics, sculpture, printmaking, photography, fiber arts and computer graphics. Student work will be inspired by the art history and arts and crafts of cultures around the world. As a result of this course, students will be able to speak critically about works of visual art while gaining a better appreciation for its creation. Art Survey is a CPS requirement for graduation and a prerequisite for all other Payton art classes.

Honors 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 works. By the end of the year, students will have more confidence in their artistic perceptions as well as their drawing and painting skills. (A special note for students who want to learn to draw and paint but are scared: Welcome! There will be a variety of levels of experience and confidence among students, but don’t worry. This class will be a great place to build your skills.)
Prerequisite: Art Survey

Honors Mixed Media I, II
Mixed Media will focus on creating art with traditional and non-traditional materials. Students will work with a variety of media based on their interests, such as: printmaking, paper-making, collage, bookmaking, plaster, glass, encaustic paints, stop motion animation, sound art, and computer graphics. We will work 2-dimensionally and 3-dimensionally. If you enjoy working with a variety of materials and ideas, this is your class!
Prerequisite for Mixed Media I: Art Survey
Prerequisite for Mixed Media II: Mixed Media I

Honors 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 as well as modern artworks such as conceptual installations.
Prerequisite: Art Survey

Advanced Placement Art History
Advanced Placement Art History takes a chronological approach to examining painting, sculpture, and architecture of western and nonwestern traditions from ancient times to the present. Students will learn the styles of individual artists, compare the works of an artist with his/her contemporaries, and contrast the works of one time period with those of another. Students will discover how major themes repeat over the centuries as well as examine the underlying historical, philosophical, economic, political, and religious events that act as a catalyst for artistic change.
Prerequisites: Art Survey and permission of Art teacher

AP Photography
Students in AP photography will create a portfolio of digital images for Advanced Placement credit in 2-dimensional media. First semester, students learn the basics of photographic exposure through the manual and
automatic settings of digital cameras. Class assignments will include portraiture, landscape, and abstract photography using available light, flash, and studio lighting. Color correction, image resolution, and digital airbrushing will be addressed through Adobe Photoshop. (This is a non-darkroom course.) Second semester, students work individually to create a concentration of photographs with a unifying concept. 

Prerequisites: Art Survey and permission of Art teacher

AP Photography II

Students with credit for AP Photography can apply their photographic skills to more complex situations in both natural and constructed settings. Class projects will be based on student interests but may include: advanced lighting techniques (fill flash, gobos and scrims, projected imagery), video, alternative processes utilizing handmade negatives printed on unusual surfaces (Plexiglas, wood, fabric), advanced Photoshop techniques, or mixed media art projects incorporating students’ photographs. 

Prerequisite: AP Photography

Drama

Honors Drama: Introduction to Theatre Arts

This course is an elective that will provide students with a study of various aspects of theatre arts. 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.

Music

Honors General Music

This course is designed to explore the history of western music from the medieval/Renaissance to the present time. A huge variety of both secular and sacred music from all periods of history will be studied.

Honors Beginning Chorus

If you like to sing, but do not have much experience and would like to learn more, this chorus is for you! While working toward the final goal of a choral performance, students will 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. Students will begin to understand the steps to singing and performing well, thus building self-confidence and esteem.

Honors Intermediate Chorus

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. Membership in this group is by audition only. Any student with previous choral experience may audition. There will be a final concert performance with the possibility of other performing opportunities. 

Prerequisites: Open to all students by audition.

Honors Advanced Chorus

This Advanced Chorus (previously 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 singing skills and choral literature as well as music history, theory, and sight singing. A final concert performance will be
presented. The Concert Choir will also attend CPS and Illinois State competitions and will be featured in other community performances. 

Open to 10th, eleventh, and twelfth grade students with permission of the instructor. Students new to this group must audition.

**Honors Beginning 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.

**Honors Advanced Band**
Open to students who have successfully completed Beginning 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. 

Permission of the instructor required.

**Honors Advanced Orchestra**
This course is open to all students who have experience on a string instrument (violin, viola, cello and double bass). The course includes the study of various styles and composers of orchestral literature. Performances will occur at various events throughout the year.

Permission of the instructor required.

**Honors Jazz Orchestra**
Open to students through audition. Big band limited to: two alto sax; two tenor sax; bari sax; four trumpets; four trombones; piano; bass; drums; guitar. Various styles of jazz are explored with opportunities for improvisation. Performances occur at various events throughout the year.

Permission of instructor required.
**ENGLISH**

**English I**
Honors English I is a course rooted in surveying the five central literature genres: the short story, novel, nonfiction, poetry, and drama. The course will prepare students for success in a number of skill areas, primarily the development of close reading skills, critical analyses of text, and vocabulary through the memorization of Classical roots. Students will read and examine the literature from a variety of cultures and time periods—from William Shakespeare, John Keats, and E.E. Cummings to Charles Dickens, Willa Cather, Aldous Huxley, and Langston Hughes. Learning how to write for a variety of purposes and audiences, students will respond to this literature through formal and informal assignments. Listening and oral communication skills will be enhanced through daily discussion-based activities inside the classroom and frequent formal and informal presentations. Finally, as students examine and present their work through various media, they will also enhance their skills in the areas of media literacy and technology.

**English II**
Honors English II is a survey course of American Literature from its beginnings to the present. Students will continue to develop literary analysis and vocabulary skills by reading early American literature, including literature with origins in the oral tradition of Native Americans. They will also explore the literature of explorers, settlers, and other immigrants, in addition to a number of narratives and a host of other literature. Students will continue to develop conventional grammar skills and achieve mastery in writing for a variety of occasions (particularly literary analysis) by developing writing portfolios in collaboration with their peers and their instructor. Listening and speaking skills will be enhanced through frequent formal and informal assignments. Finally, as students examine and present their work through various media, they will also enhance their skills in the areas of media literacy and technology.

*Prerequisite: Honors English I*

**Honors American Studies**
Team taught by English and History teachers, American Studies integrates the English and Social Studies disciplines. The course parallels United States History and American Literature, but emphasizes the United States culture and diversity from an interdisciplinary perspective. Students should expect to complete daily homework equivalent to two major courses, in order to create an integrated experience for students, some assessments will be common between the two disciplines. This course fulfills the graduation requirements in both Sophomore English and U.S. History. Credit given for both American Literature and United States History.

*Restricted to tenth grade students*

**English III**
Honors English III is a survey course in British Literature from the Anglo-Saxon period to the present, concentrating on classic British authors and their works in the context of their cultures. Students will analyze and synthesize information and skills previously learned and will: 1) develop vocabulary; 2) practice and improve grammar; 3) refine knowledge and use of literary terms and literary theories; 4) explore improved formats for analytical, persuasive, and imaginative writing; 5) prepare for academic challenges such as the ACT and the SAT tests and the college application essay; and 6) present prepared oral analyses. Students also will be using technology in research and in presentations in order to amplify their understanding of the texts.

*Prerequisite: Honors English II or Honors American Studies*

**English IV**
Honors World Literature is designed to introduce seniors to foundational and contemporary Western and non-Western texts that explore the ideologies, cultures, issues, and concerns that have shaped human thought and recorded human experience. Throughout the year, students will be expected to approach texts through various
lenses; draw connections between texts and their own lives, between texts and society, and between texts and other texts. Students will be required to write in a wide range of styles for a variety of audiences and purposes, including analysis, research, informational and creative.

Restricted to eleventh and twelfth grade students

AP English Language and Composition
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 material. Students are also encouraged to take risks when they write, and to evaluate their own work.

Restricted to eleventh and twelfth grade students only.

AP English Literature and Composition
AP English Literature and Composition “engages students in the careful reading and critical analysis of imaginative literature” as described in the AP English Course Description. Through close reading of literary texts, students will come to understand how writers use language to provide meaning and to answer the big questions in life. Considering the social and historical values a work reflects and embodies, we will examine literature in light of the history of philosophy to understand how literature fits into its own time as well as all time. We will ask, "What is art?" and try to determine the qualities of great literature. Our literary analysis will look through the lenses of style and structure, rhetorical strategies, diction, figurative language, imagery, selection of detail, language and syntax. Writing well about literature is a key component of the class. Because writing is not a static enterprise, we will have periodic individual and peer conferences to discuss your papers; rewriting papers is essential because we learn more about our style and voice with each revision. Our exploration of literature through reading and writing will sharpen our understanding of writers’ accomplishments and deepen our appreciation of literary artistry.

Restricted to twelfth grade students

Honors Creative Writing
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. Each unit includes literary and academic readings, one academic essay, and a portfolio assessment. The culminating project of the year is an extended independent project chosen by the student.

Journalism: Newspaper I, II, III
Journalism: Newspaper is a year-long elective course during which students produce a monthly print newspaper, Paw Print, as well as a monthly online newspaper, Paw Print Online. Objectives include: 1) researching and writing articles; 2) designing print layout; 3) taking candid photos and editing photos; 3) developing and improving journalistic writing, editing, and interview skills; and 4) filming and editing short video news stories for the online paper. Class activities also include sales of advertising space, field trips to conferences, and presentations by guest lecturers. Students assume leadership roles as editors of sections as well as overall editors of the print and online papers as part of the Payton News Network (PNN).

Journalism: Broadcast I, II, III
Journalism: Broadcast is a year-long elective course that focuses on producing daily newscasts, special reports, and live sports broadcasts and play-by-play action, which are streamed through the WPCP website and viewed in
all of the classrooms during advisory. The class also produces promotional videos for events such as Open House and graduation. Students develop hands-on experience by writing, editing, producing, directing, and filming newscasts, PSAs, and feature films on a daily basis. Students learn technical skills such as operating video cameras, editing video, using audio equipment, creating media graphics, generating special effects with the green screen, monitoring lighting and set design, and directing the newscast. Students also appear on camera live and taped, advancing their speech communication skills. All students enter video contests and collaborate with students internationally through Adobe Youth Voices. Students assume leadership roles as producers and directors as part of the Payton News Network (PNN).

Journalism Yearbook II
Yearbook is a year-long elective open to all junior and senior Payton students. The course introduces students to photo journalism techniques required to create, 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 create a yearbook production staff who 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 (a specialized version of Adobe InDesign) 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 cataloguing 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.

Restricted to eleventh and twelfth grade students

Honors African American Literature
In this course, African American literature both as a literary tradition in its own right and as a lens through which we can define African American culture. This includes its relationship to American culture as a whole. By reading texts ranging from slave narratives to political rhetoric, novels to short stories, and even poetry, the class will distinguish the distinctive formal features of African American literature, and consider how it relates to the political, social, and cultural development of a community. Addressing how African American writers address issues of race, education, gender, nations, slavery, and citizenship will be an important aspect of the class discussions and assignments. The course will move between careful, rigorous close readings of these texts and more general discussion of the central issues of the course.

Restricted to eleventh and twelfth grade students

Honors Drama: Introduction to Theatre Arts
This course is an elective that will provide students with a study of various aspects of theatre arts. 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.
MATHEMATICS

Honors Algebra 1
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.
2nd Semester: Functions, Exponents, Radicals, Polynomials, Proportions, Quadratics.

Honors Geometry
Investigation, justification and proof are themes repeated throughout this course. With Geometer’s Sketchpad, 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, Congruence, and Area
2nd Semester: Similarity, Coordinates, Vectors, and Optimization
Prerequisite: Algebra I

Honors Algebra 2 AB
This course reviews material from Algebra I in greater depth and introduces new topics, such as logarithms and exponentials, which will be extended in Pre-Calculus. We use CAS and graphing calculators as a tool for investigation.
1st Semester: Linear Graphs, Functions, Systems of Equations, Quadratics, Right Triangle Trigonometry, Circular Functions
2nd Semester: Exponentials, Logarithms, Polynomials, Rational Expressions
Prerequisite: Algebra I and Geometry

Honors Algebra 2 BC
This course revisits some Algebra I material, but at a fast pace and in combination with other ideas and as extensions. Trigonometry is integrated throughout the course, including a study of the unit circle, as well as the laws of sines and cosines. Classroom instruction emphasizes problem solving and discovery over practice. Students are expected to become fluent in paper-and-pencil calculations, and to offer algebraic proofs of identities and extensions. The course reviews basic statistics and connects those ideas to combinatorics and the Binomial Theorem.
1st Semester: The Real Number System, Combinatorics, Linear Equations and Inequalities, Systems of Equations, Exponents, and Factoring
2nd Semester: Rational Expressions, Radicals, Quadratics, Exponentials, Logarithms, and Complex Numbers
Prerequisite: Algebra I, Geometry, and Teacher recommendation

Honors Pre-Calculus AB
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, and Trigonometry
2nd Semester: Further Trigonometry, Polynomials, Rational Functions, Conic Sections, Limits, Derivatives
Prerequisites: Algebra 2
Honors Pre-Calculus BC
The central strands of Precalculus BC are functions (both general and specific), trigonometry, and mathematical modeling. While students study the algebra of functions graphically, numerically, and symbolically, they build an understanding of rates of change and limits. We have two goals: first, students should be able to solve complicated equations and manipulate complex expressions; second, they should also understand and be able to apply the properties of these functions in a variety of contexts. Students become proficient at creating and using models in Fathom and Geometer’s Sketchpad software. Computerized symbol manipulators such as the TI-Nspire+CAS calculator and Mathematica software are used throughout the year to place greater emphasis on creative problem solving skills and dynamic modeling, while avoiding repetitive algebraic manipulation.
2nd Semester: Trigonometric Identities, Graphs of Trigonometric Functions, Vectors, Polar Coordinates, Complex Numbers, Conics, Matrices
Prerequisite: Algebra 2 BC and Teacher Recommendation

AP 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 BC 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 AB and teacher recommendation

AP 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.
2nd Semester: Approximation and Series, Taylor Series, Improper Integrals, Vector Calculus, Calculus in Polar Coordinates
Prerequisites: Pre-Calculus BC and teacher recommendation

Honors Statistics
Students in Honors Statistics learn the major concepts and tools for collecting, analyzing and drawing conclusions from data in a project-based environment. As with the Advanced Placement Statistics course, 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-Nspire+CAS calculator, and the course will not emphasize rote computation, but rather interpretation of the computed output. Students will learn to be responsible consumers of statistics reported by organizations and popular media and how to write accurate and succinct analyses of data.
Prerequisites: Algebra 2; Seniors only
**AP 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 in May, for which many colleges will grant credit and placement for freshman statistics.

*Prerequisites: Algebra 2 and teacher recommendation*

**Honors Computer Science**
Students in Honors Computer Science receive a rigorous introduction to the fundamental concepts of computational thinking. The class will approach computer science as a discipline concerned with the design and implementation of solutions to problems, making frequent recourse to the discipline’s mathematical underpinnings. This course is not primarily an introduction to programming, although students will learn to code fluently, and no prior programming experience is necessary. Rather, this class will focus on the theory behind programming languages and tools. Languages covered may include Karel or Scratch, Python, JavaScript, Java, and Scheme. Topics include procedural and object-oriented programming, data abstraction, algorithm development and analysis, and data structures. This class is not tailored to the AP Computer Science A exam, but it will cover many of the fundamentals required by that test; students who want to take that test can plan to do so with a moderate level of out-of-class effort.

*Prerequisites: Algebra 2*

**Kaleidoscopic Advanced Mathematics I/Geometry**
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 Geometry I curriculum: advanced constructions, triangle centers, the Fermat Point, the Nine Point Circle, etc. We discuss the algebra of transformations and include an in-depth look at synthetic inversion. In the second quarter we will go on to study axiomatic non-Euclidean Geometry, including Hilbert’s axioms, Spherical, and Hyperbolic geometry. The second semester of KAM I will involve a thorough introduction to iteration, fractals, and chaos, including some advanced work with metric spaces and dynamical systems theory. Julia sets and the Mandelbrot sets will be 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.

1st Semester topics: Advanced Euclidean geometry, Inversion, Absolute, Spherical, and Hyperbolic geometry

2nd Semester Topics: Iteration, Fractals, Chaos, including the chaos game, fractional dimension, convergence and compactness, Julia sets, and the Mandelbrot set.

*Prerequisites: Algebra 2/BC and Teacher Recommendation. Students should not take this course in place of either Precalculus or AP Calculus.*
Advanced Mathematics Study and Research
In the first semester, students will work together to learn the fundamentals of advanced mathematics, following a set of topics chosen together with the instructor. These topics could include any or all of the following: group theory, rings and fields, vector spaces, field extensions, graph theory, and combinatorics. In the second semester, students will work individually or in small groups on independent research projects on topics growing out of their own mathematics interests and explorations. Current eleventh graders will be expected to submit these research projects to national competitions (Intel, Siemens, etc.).

Prerequisites: concurrent or prior enrollment in KAM-I or KAM-II and permission of the instructor.
PHYSICAL EDUCATION

Physical Education I - Physical Education & 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 of the twenty weeks will work on the following topics; Wellness, Stress, Muscles & Bones, Nutrition, Human Sexuality (AIDS, Sexually Transmitted Diseases, Reproduction, & Resistance Skills), Drugs (Tobacco, Alcohol, Steroids & Club Drugs), Infectious & Non- Infectious Diseases. 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.
9th grade students only.

Physical Education II – Physical Education & Driver Education
The course will cover thirty 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.
10th grade students only

Advanced Weight Training
Step aerobics, floor aerobics, tae boe, resistance training. Advanced concepts in weight training will be covered. Students will develop workouts for several different people with several different needs. History of weight training and the several different kinds of workouts that have been developed over the years will be looked at. Students will also learn about the good and bad in protein supplements and the harmful effects of steroids. Students will learn valuable skills in fitness and nutrition so that they are able to make healthy decisions throughout their lives.
Prerequisite: Physical Education I and Physical Education II

Team Sports
Units in Volleyball, Basketball, Flag Football, Floor Hockey, Softball, Team Handball, Speedball and Soccer will be covered. Students will also learn the history behind each sport.
Prerequisite: completion of PE I and PE II.
SCIENCE

Astronomy
The course will be an exploration of the day and night sky. Utilizing the resources at Payton and current literature and research, we will explore our universe and the tools humans have used to learn about it. The 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; Technology; Cosmology; Stars and Galaxies; Past and Future Explorations; Star Systems (Exosolar systems). Emphasis will be placed on modeling, inquiry learning, and technology.

Prerequisite: Successful Completion of Biology, Chemistry & Physics

Biology
LIFE! Can it be defined? What are the processes that occur daily in all living organisms? Biology students will use the tools of science such as the metric system, the microscope and graphing to develop observational skills. Computer probes will be used to study the methods of science and to answer questions about the organisms in the world around us. They will explore the chemical reactions within living cells and learn how cells work together in multicellular organisms. Through studying the relationship between genetics, DNA and biotechnology, the patterns of evolution will be clarified. As spring arrives and the organisms within our ecosystem reappear, the interactions of individuals within populations, communities and ecosystems will be discussed.

ARISE Biology
ARISE 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: Successful Completion of ARISE Physics and ARISE Chemistry

Chemistry
Chemistry explains everything from how our muscles contract to why water boils at a higher temperature when salt is added. Chemistry can be used to define how the heart beats, food is digested, and how the human body produces energy. Chemistry is an exciting science based on the discovery of molecular interaction through spectacular reactions, and is an excellent extension to Freshman biology. Connections are made to biochemical processes whenever possible. Lectures are minimized, and students spend most of their time conducting experimentation and working in groups; small-group classroom discussions are the norm and encouraged. We will explore atomic structure in our investigation of matter and this exploration will lead us into constructing, evaluating, and balancing chemical reactions in all phases of matter.

ARISE Chemistry
Chemistry is a physical science and a natural extension of freshman ARISE 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 atomic theory, be able to qualify and quantify chemical reactions in all states of matter, discuss how energy is involved in chemical reactions and phase transformations, define how structure is related to chemical properties and reactivity, and to integrate previous knowledge such as energy conservation and forces to illustrate chemical behavior at a molecular level.

Prerequisite: Successful Completion of ARISE Physics
Earth and Space Sciences
This course will investigate topics in geology, meteorology, oceanography and astronomy. Students will develop their ability to analyze, manipulate and synthesize scientific data through a variety of learning experiences. Topics to be explored include: Plate tectonics and volcanoes/earthquakes; Dynamics of weather and climate; Exploration of space and the universe; Earth, geologic history and fossil evidence; Features of the ocean floor, topography of the Earth and the natural forces that reshape it.
Prerequisite: Successful Completion of Biology, Chemistry & Physics

Human Anatomy & Physiology
This course presents the study of basic biochemical principles as applied to body systems (such as the nervous, circulatory, respiratory, endocrine, skeletal, integumentary, and muscular). The study of cytology, histology, radiology, osteology, and anthropology (forensic science) will also be included. This course is recommended for those interested in majoring in the health professions and is taught at the level of an introductory college course. Dissection is required of specimens appropriate for each field studied.
Prerequisite: Successful Completion of Biology, Chemistry & Physics

ARISE Physics
ARISE 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. The first semester introduces students to data collection and error analysis through the study of vibrations and waves of many kinds. Work and energy conclude the first semester. The second semester provides an exciting exposure to electricity and magnetism and the broad subject of force and motion. Basic algebra skills are important for all topics studied in this course.
Prerequisite: Placement in Geometry or higher-level math course

Physics
Physics is an introductory course intended for students, typically juniors or seniors, who have not taken Freshman Physics. It differs from ARISE Physics in its inclusion of two-dimensional motion and the use of trigonometry. Topics include forces and motion, energy, electricity and magnetism, waves, sound, and light. As in ARISE Physics, we emphasize mathematical, verbal, and graphical representations of physical phenomena through data collection and analysis using a wide range of tools and technology. Mathematical problem solving is also used as a vital tool for a student’s conceptual development.

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. The topics covered include those of high school biology as well as the anatomy and physiology of both plants and animals. Topics in this AP course are covered in a much broader range and in greater depth than in high school biology. The lab work required is inquiry-based and time intensive as in a college class. Most homework concerns the daily reading of the college level text. Students, who have an interest in biology, are highly motivated and have a great deal of self-discipline will do well in this course. In order to accommodate the extensive class and lab work required, students must enroll in AP Biology as a double period. Dissection is required.
Prerequisite: Grade of B or better in biology and chemistry, and consent of instructor

Advanced Placement Chemistry
Advanced Placement Chemistry is an in-depth, critical examination of the study of matter. There are five specific segments: Structure of Matter, States of Matter, Chemical Reactions, Descriptive Chemistry, and Laboratory. Specifically, the AP Chemistry course is an extension of Honors Chemistry, and introduces new concepts such as
computer modeling of molecules, crystallization, organic chemistry, nuclear chemistry, reaction equilibria, quantitative analysis, thermochemical analysis and thermodynamics. This course is equivalent to an introductory collegiate 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: Grade of B or better in chemistry and consent of the instructor*

**Advanced Placement Environmental Science**

A college course revolving around ecology, systems of Earth, nonrenewable and renewable resources, consequences of pollutants, conservation, and concerns for the future. This course will allow students to make connections between human actions and environmental impacts, an ever increasing concern in today’s society. Students will study environmental topics on a global scale. Laboratory and field studies will follow recommendations set by the College Board. Community service projects will be built into the curriculum.

*Prerequisite: Successful completion of Biology and Chemistry and consent of the instructor*

**Advanced Placement Physics B**

In Advanced Placement Physics B, students will advance their understanding of how our universe works, including our immediate surroundings. This course roughly equates to two semesters of introductory university physics, and students will build on their prior knowledge (from ARISE Physics or Honors Physics) of kinematics, force, momentum, energy, vibrations, waves, sound, light, and electricity and magnetism. In addition, two topics new to Payton physics students, thermodynamics and fluid physics, will be studied. While calculus is not explicitly used in this course, the student taking calculus or pre-calculus concurrently will appreciate the application of calculus concepts in a variety of contexts. This course is mathematically intensive, moves at a very fast pace, and provides a heavy homework load. In order to accommodate the extensive class and lab work, students must enroll in AP Physics B as a double period.

*Prerequisites: Completion of ARISE or Honors Physics with a B or better, completion of or concurrent enrollment in either Pre-Calculus or Calculus with a grade of B or better, and consent of the instructor*

**Advanced Placement Physics C**

Advanced Placement Physics C is an intensive study of two disciplines within Physics: mechanics (force, motion, and energy), and electricity and magnetism. This course roughly equates to two semesters in a three-semester sequence of university physics for physics and engineering majors involving a semester each of mechanics, electricity and magnetism, and vibrational physics. Because the focus of the course is narrower, students study concepts in greater depth than in AP Physics B. Calculus is used explicitly to advance understanding and solve problems. This course is very intensive mathematically, moves at a very fast pace, and provides a heavy homework load. In order to accommodate the extensive class and lab work, students must enroll in AP Physics C as a double period.

*Prerequisites: ARISE or Honors Physics with an A in at least one semester and no lower than a B in the other semester, completion of or concurrent enrollment in Calculus (AB or BC), and consent of the instructor.*
SOCIAL SCIENCES

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.

Honors American Studies
Team taught by English and History teachers, American Studies integrates the English and Social Studies disciplines. The course parallels United States History and American Literature, but emphasizes the United States culture and diversity from an interdisciplinary perspective. Students should expect to complete daily homework equivalent to two major courses, in order to create an integrated experience for students, some assessments will be common between the two disciplines. This course fulfills the graduation requirements in both Sophomore English and U.S. History. Credit given for both American Literature and United States History Restricted to 10th grade students only.

Honors United States History
U. S. History offers students a survey of the major social, political, cultural, and economic movements from colonial times to the modern day. While the course is a survey course, recurring themes and ideologies resonate throughout the course, including diversity, identity, expansion, (in)tolerance, and alternative histories. Students will also fulfill state requirements for the Constitution test as part of the class.

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 life-long learning.

Social Science Electives

Honors Global Issues
How will the present-day be viewed in twenty, fifty, or 100 years? This course focuses the history that is happening right now. Some of our guiding questions will be: Why do modern international conflicts and diplomacy take the forms they do? What makes international cooperations and development successful? What’s the big deal about globalization? How are different societies experiencing and responding to the opportunities and challenges of immigration? Why are there such striking differences around the world regarding food production, population, and hunger? How are societies and economies balancing their demands for resources with the risks of harming the environment? Throughout the course we will keep an eye on the future, trying to imagine what alternative outcomes may exist and what would lead us there. The course will conclude with the opportunity to complete an in-depth research, education, and service project about one of the issues from the course that particularly interests you.
**Honors History of Europe – Renaissance, Revolution and Reform (odd years)**
This course presents a chronological and thematic survey of Europe from the Late Middle Ages to the present. The course will include such topics as the Renaissance and Reformation, the French and Industrial Revolutions, the two world wars, the Cold War and their roles in the development of Europe.
Note: A student registered for Honors History of Europe will have the opportunity to take the Advanced Placement European History Exam.

**Honors Psychology**
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 phenomenon 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 students’ own lives.

**Honors Twentieth Century History – Global Conflicts**
How are Global Conflicts, the time honored tactic of Diplomacy and Human Rights intertwined? Is war unavoidable? Why did the United States and the Soviet Union build such large arsenals? How do nuclear weapons keep you safe? What role does international politics play in civil wars? Should statesmen support coups or revolutions to best protect the interests and physical security of their countrymen? Are violent conflicts unnecessary or preventable? Why does a stronger nation strike a weaker one? 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? Twentieth Century Global Conflicts aims to provide these answers and the necessary historical background to current conflicts and their historical antecedents. The course is designed to make complex historical phenomenon understandable as well as to demonstrate to students the range of options that existed which could have significantly altered the course of the 20th century. In the end, the course hopes to foster active engagement in global affairs by the student population as well as improve civic judgment. Among the possible topics to be studied are: Cold War, Cuban Revolution, Vietnam War, Genocide and mass atrocities, Child Soldiers, Human Rights, Authoritative Governments, etc.

**Advanced Placement Microeconomics**
Why doesn’t Jay-Z mow his own lawn? Do seatbelts increase automobile accidents? Is gasoline too inexpensive, even at $4.87 per gallon? Can a minimum wage cause more harm than good? If the price of Coca-Cola increases, why would you purchase more Coke? What’s the fundamental flaw of U.S. drug interdiction policy? A.P. Microeconomics, like all social science courses, examines human behavior. The course, in answering these and many other questions, underscores that in the face of scarcity – resulting from limited resources coupled with, often, limitless demand on those resources – choices must occur. Students will examine how individual decision-makers—consumers, producers, 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 scarcity. The course places heavy emphasis on application of economic theory to practice through project-based and experiential learning.
Join us on our exploration. 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 “negative externalities”, to human organs, to nuclear weapons and game theory, we will learn to look at the world through the powerful lens of economics.
*Advanced Placement Approval Required*
Advanced Placement Psychology
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 phenomenon 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. This includes an emphasis on biology and statistical analysis as well as summer reading.

Advanced Placement Approval Required

Advanced Placement United States Government
How did Barack Obama win the presidency? Is democracy the best form of government (note: totalitarianism is far more efficient)? Do representatives actually represent their constituents and should they represent their constituents (or is it more important for them to do what they think is best regardless of the interests of their constituents)? What do Locke, Bentham, Mill, Voltaire, JFK, and you think about this? Will a $2,500 campaign donation get you a meeting with a U.S. Senator? Why is it that most people think the Electoral College should be abolished, but there are no serious efforts to abolish it? Why is it that, if you want your vote to really matter, you should move to Idaho? What are the rules surrounding one’s freedom of speech and search and seizure (e.g. can the government troll a high school student’s e-mail or cell for illicit material) and other constitutional issues? Why is it that conservatives want the federal government to spend billions of dollars on defense, but far less (if any) federal money on education? Why do liberals justify wanting the federal government to spend more by taxing wealthy Americans at a higher tax rate than other Americans? Students in A.P. U.S. Government explore these and similar inquiries about our particular American form of democracy. Students explore the numerous factors that weigh upon the policy-making process and recognize the political philosophies that underpin the form and function of our government. Students will delve into topics relating to the Constitution, citizen’s beliefs and behaviors pertaining to government, translating institutions (including political parties, interest groups, political action committees, media), the legislative, executive (including bureaucracy), and judicial branches of government, the policy-making processes and specific policy areas (including economic, social, welfare, military and foreign policies), and civil liberties and civil rights.

Advanced Placement Approval Required
WORLD LANGUAGE

Level I – Honors

Chinese

Students develop basic skills in speaking, reading, writing, and listening in Chinese I. Linguistic awareness, culture comparison and connections take place through the use of audio-visual materials, authentic publications, web and lab assignments, reading in text, and discussion. Emphasis is placed on acquiring near-native tones, building a core vocabulary and acquainting students with Chinese word order and basic sentence structures. Themes covered in Level I include personal introduction, family, countries and continents, jobs and places, sports and everyday routine. Students will be able to master approximately 250 Chinese characters upon successfully completing Level I.

French

Level I provides the student with basic skills in speaking, reading, writing, and understanding the spoken word. Linguistic awareness, culture and civilization are introduced by the use of audio-visual materials, authentic publications, internet activities, poetry, songs, and discussion. Emphasis is placed on building a core vocabulary, developing near-native pronunciation and acquainting students with essential grammatical structures, such as formal versus informal address, gender and number agreement, and manipulating verbs in present and passé composé. The target language is the primary vehicle for classroom communication.

Japanese

Students develop basic skills in speaking, listening, reading, and writing in Japanese I. Linguistic awareness, culture comparison and connection take place through the use of audio-visual materials, authentic publications, internet activities, poetry, songs, and discussion. Emphasis is placed on building a core vocabulary, developing near-native pronunciation, and acquainting students with essential grammatical structures such as formal and informal address and manipulating verbs in neutral polite categories of simple present, simple past, volitional, and polite imperatives. Students learn to read and write the two phonetic writing systems of Japanese:, hiragana and katakana, and about 30 semantic kanji (characters derived from Chinese).

Latin

The Latin I class is a window into one of the most fascinating civilization 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 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, archaeologist, anthropologist, 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 and the Illinois Certamen Competition.

Spanish

Level I provides students the opportunity to acquire basic skills in reading, writing, speaking and comprehension of the spoken word. Linguistic awareness, culture and civilization (such as Tejano music, mixture of Mexican and American folk music) are introduced by the use of audio-visual materials, authentic publications (poems, songs and short stories) as well as internet activities and distance learning lab experiences. Reading and writing skills are also supplemented by classroom discussion. Emphasis is placed on building a core vocabulary,
familiarizing students with necessary grammatical concepts including verb conjugation in the present, past, present progressive and more. Developing near-native pronunciation is another integral part of our curriculum which is attained by speaking and listening. The target language is the primary vehicle for classroom communication.

**Level II – Honors**

*All level two courses require either successful completion of the level one course in the same language or Payton Language Exam placement.*

**Chinese**

Level II builds on previously introduced skills and emphasizes increased accuracy. The increase in the quantity and quality of listening and reading comprehension enables students to successfully negotiate expanded communicative tasks and social situations. Tones and pronunciation, vocabulary expansion and sentence structures continue to be highlighted. Students are encouraged to use Chinese as much as possible for classroom communication. Some themes covered in Level II are: weather and seasons, vacation and travel, making phone calls and appointments. A minimum of 300 new Chinese characters will be added at this level.

**French**

Level II builds on previously introduced skills and emphasizes increased accuracy. The increase in the quantity and quality of listening and reading comprehension enables students to successfully negotiate communicative tasks and social situations. Vocabulary expansion and pronunciation continue to be highlighted, as students expand their use of present and past tenses, are introduced to the imparfait, and learn to manipulate both direct and indirect object pronouns, as well as reflexive verbs. The target language is the primary vehicle for classroom communication.

**Japanese**

Level II builds on previously introduced skills and emphasizes increased accuracy. The increase in the quantity and quality of listening and reading comprehension experiences enables students to successfully negotiate more communicative tasks and social situations. Vocabulary expansion, sentence building and intonation continue to be highlighted, as student expand their use of present and past neutral-polite verbs: continuative forms; the potential; patterns for asking, giving, and refusing permission; structures for explaining existence in positions and locations. Students continue to use the two phonetic writing systems, and increase their store of usable semantic symbols by 50 kanji. Students are encouraged to use Japanese as much as possible for classroom communication.

**Latin**

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. Student 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 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 and the Illinois Certamen Competition.

**Spanish**

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Spanish II reinforces previously learned skills while introducing an array of essential vocabulary and grammatical structures. Students will continue their progress towards mastery of the present and preterite tenses, as well as begin to work with other tenses and more complex structures, including but not limited to: the imperfect tense; familiar and formal commands; the present subjunctive; the future tense and perfect tenses; por versus para; constructions with “se,” etc. The focus on vocabulary expansion and more advanced writing, listening and reading tasks enable the students to successfully negotiate communicative tasks. Spanish is the primary vehicle for classroom communication and will be spoken, both with teacher and between classmates, to the maximum extent possible.

**Level III – Honors**

*All level three courses require either successful completion of the level two course in the same language or Payton Language Exam placement.*

**Chinese**

Level III focuses increasingly on fluency and authentic expression and emphasizes creativity and accuracy. Previously learned sentence structures are reviewed and practiced at depth and more complex patterns are introduced. Idiomatic expression also appears in texts. Level III enables students to study selected short works of Chinese literature and other authentic materials. Chinese is used mostly, if not exclusively in classroom. Some themes covered at this level are: body parts and illness, food and health, direction and locations, shopping and dining. 300 new Chinese characters are introduced at Level III.

**French**

Level III focuses increasingly on fluency and authentic expression and emphasizes creativity, risk-taking and accuracy, with an emphasis on proper word and verb tense choice. More complex grammatical concepts are introduced, such as the future, conditional, plus-que-parfait and subjunctive tenses, as well as relative pronouns. Level III students acquire expanded vocabulary and grammatical acumen through authentic texts, film and media, while exploring and discussing a variety of real-world topics, an important part of lexical development. The internet is used for increased exposure to authentic audio, literary, cultural and linguistic offerings in the target language. The target language is the primary vehicle for classroom communication.

**Japanese**

Level III focuses increasingly on fluency and authentic expression and continues to emphasize creativity and accuracy. Third year students learn more conjugation forms of verbs and adjectives along with polite and non-polite/plain speech. With exposure to short authentic materials including poetry and advertising, idiomatic expression becomes an important part of lexical development. The internet is used for increased access to authentic audio, cultural, and linguistic offerings in Japanese. Students increase their command of kanji by one hundred symbols. Students use Japanese in most situations in class, if not exclusively.

**Latin**

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 work 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 on today’s society. Latin III students are required to take the National Latin Exam and encouraged to participate in the CPS Latin Olympics and the Illinois Certamen Competition.

Spanish

Spanish III focuses increasingly on fluency and authentic expression and emphasizes creativity and accuracy. Previously learned grammatical structures are reviewed and practiced and more complex grammatical concepts are introduced. Students will continue their progress towards mastery of the future and imperfect tenses, as well as begin to work with the subjunctive tenses. Idiomatic expression becomes an important part of lexical development. Level III ability enables students to study short works of literature and other authentic materials. The target language is the primary vehicle for classroom communication.

Level IV – Honors

All level four courses require either successful completion of the level three course in the same language or Payton Language Exam placement.

Chinese

Level IV enables students with the ability to converse and write about beyond everyday life topics such as history of a country and various languages, similarities and differences among various cultures, making and changing plans for future and so on. Use of idiomatic expression is increased in texts as well as student work. When appropriate, selected contemporary publications, historical texts and original works of literature are studied and used as the substance of classroom discussion. Approximately 300 new characters will be added at this level.

French

In French 4, the emphasis is placed on building vocabulary and developing oral fluency. For many it is the final French course prior to entering university, and for others it will prepare them to enter AP French next year. For all, the goal is to deepen comfort with, knowledge of, and love for the French language and the cultures associated with it. The course revolves around units based upon a particular theme, such as the environment or sports. We work with all four of the language skills - writing, listening, speaking and reading - throughout the year. The course is conducted entirely in French, with rare exceptions.

Japanese

Level IV students review previously learned skills and start to converse and write about various topics beyond everyday life. Vocabulary continues to increase through discussion of Japanese history, culture, and current events. Grammatically, the students acquire the tools for explaining cause and effect relationships, expressing intentions, using gerunds, employing adjectival and adverbial dependent clauses, and a number of other more complex and sophisticated concepts. When appropriate, students study selected music pieces, contemporary publications, children’s stories and other original works of literature. Students learn approximately 100 more kanji at this level.

Latin

Latin IV/AP offers the students the opportunity to read the Aeneid and Caesar’s De Bello Gallico in its original text and follow the College Board AP Latin Exam curriculum. 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 student read and translate they will also be able to recognize literary device 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/AP students are required to take the National Latin Exam and encouraged to participate in the CPS Latin Olympics and the Illinois Certamen Competition.

**Spanish**

Level IV students are expected to converse and write about various aspects of society building toward native-like flair, control, fluency and accuracy in Spanish. Students study contemporary publications, audio materials, historical texts and original works of literature. These materials are used as the substance of classroom discussion. The appreciation of music, art and other cultural aspects of countries are developed through the target language. Grammar and idiomatic expression are thoroughly and extensively reviewed. This class is conducted almost entirely in Spanish and is an alternative to Advanced Placement.

**Advanced Placement**

All AP courses require successful completion of level three or four in the language or Payton Language Exam placement, as well as consent of the instructor.

**Chinese**

AP students are expected to converse and write about various aspects of society in addition to complex real life situations with native-like flair, control, fluency and accuracy. Students study contemporary publications, audio materials, historical texts and original works of literature as supplementary reading. These materials are sometimes used as prompts for classroom discussion and writing assignments. The appreciation of music, art and other cultural aspects are developed via the use of Chinese. In preparation for the Advanced Placement examination, AP students are required to type Chinese using Microsoft pinyin input for all of their assignments. This class is conducted entirely in Chinese.

**French**

The AP French Language and Culture course is designed as the culmination of a student’s high school French studies. AP French emphasizes all aspects of language learning: listening, speaking, reading, and writing, through the study of six topical and cultural themes. The themes function as springboards into the practice of interpersonal, interpretive and presentational skills within relevant and contemporary contexts, with the overall objective of deepening students’ comfort with and mastery of the language as well as the rich, diverse cultures of la francophonie. A wide variety of authentic materials is explored, including but not limited to the domains of literature, film, print media, audio selections, music, and online resources. The course is conducted exclusively in French.

**Spanish Language**

AP students are expected to converse and write about various aspects of society with native-like fluency, control, and accuracy. Students study contemporary publications, audio materials, historical texts and original works of literature. These materials are used as the focus of rigorous classroom discussion. The appreciation of music, art and other cultural aspects of the Spanish-speaking world is developed through the target language. Advanced grammar, idiomatic expressions and Spanish AP prep strategies are thoroughly reviewed in preparation for the advanced placement examination. The class is conducted entirely in the target language and students are expected
to remain in the target language for the duration of class. Students in the AP course are required to take the AP exam.

**Spanish Literature**

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.

*Restricted to eleventh and twelfth grade students*

**Latin: VERGIL**

AP Latin offers the students the opportunity to read the Aeneid in its original text and follow the AP Latin Vergil curriculum. As the students translate this epic poem, they will make connections between Latin grammar and syntax, the story itself and the context of which Vergil wrote. Special attention is given to meter, literary and rhetorical figures, and historical and literary context.
ADVANCED STUDIES

The Payton Advanced Studies Program (PASP) is designed to give select twelfth and, in rare cases, eleventh graders the opportunity to pursue a passion that takes them well outside Payton’s standard course offerings. Advanced Studies can take the form of an independent study course or an independent project. In 2012-2013, independent study courses included an introduction to modern philosophy, programming and computer science in Java, and a literature and writing course on The American Dream. Projects in 2012-2013 included an interdisciplinary project to design and examine the potential impact of a low-cost water filter, an examination of the experience of Asian-American teenagers through photographs and personal essays, a series of video documentaries on multiple intelligences, and a research study on the impact of animal-assisted therapy on children with autism. 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.

To enter the program, students must attend an after-school meeting and complete a program application. Applications will be reviewed by the PASP committee and sent back for revision; only when a final application has been accepted will the student be accepted into PASP.