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Course Descriptions Academic Year 2017-2018

Pacem courses are intended for students ages 10 – 18. Classes for older students cover material at a more sophisticated level and require more homework to be completed outside of class. Classes are intended for students of the age range indicated. Students outside the given age range may take a class with instructor permission. Please contact us if you have questions about which classes are most appropriate for your child. Please refer to the weekly class schedule for class times.

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Writing and Literature

DCF and More

(ages 10-12) (1 credit)

Laura McCaffrey

Using this year's Dorothy Canfield Fisher Award book list as a starting point, students will explore a variety of fiction, nonfiction, and poetry. They'll read some stories altogether, and they'll make independent reading selections with the intention of presenting their thoughts on these to the larger group. While each response to reading will have artistic and creative components, students also will practice academic writing skills like summarizing and evaluating, and they'll begin to build analytical writing skills. Students will design, write, revise, and polish all substantial projects. They'll also participate in conferencing. They'll receive conference feedback on specific pieces, as well as practice articulating precise constructive responses to others' writing, and they'll complete polished submissions for the *Pacem Literary Journal*.

Each year, content and projects differ, depending on students' needs, so students may take this class multiple years.

Please be advised that this class may have reading homework.

Explorations

(ages 12-15) (1 credit)

Laura McCaffrey

Literature: In this class, students will explore the idea of the physical and psychological journeys that both characters and real adolescents take, as well as the ways such journeys may differ in diverse American and world cultures. Students will collaboratively select literature to read and discuss, as well as make genre selections. These choices will sometimes align with the CHPS Around the World class.

Discussion and Writing: Students will work on close reading analysis, as well as presentation and discussion skills. Depending on student interest, they may self-design creative writing projects. Students will keep a journal comprised of short informal pieces, as well as complete an academic literature response essay, a short story in at least one of the genres studied, a poem, and a reflective essay. As a part of learning to become more effective writers, students will participate in response conferences with other students and with the teacher. They will revise and complete polished submissions for the *Pacem Literary Journal*. Students enrolled full-time at Pacem will select 2 pieces to include in their Pacem Portfolio.

Each year, content and projects differ, depending on students' needs, so students may take this class multiple years. Please be advised that this class will have reading and writing homework.

Peace and Conflict

(ages 15-18) (1 credit)

Laura McCaffrey

This class is a companion class to *Facing History and Ourselves* (CHPS ages 15 and up).

Overarching focus: This class will explore Peace and Conflict in literature, and an essential part of this focus will be the relationship between the individual and society, as well as the relationship between insiders (or 'we') and outsiders (or 'the Other'/'they').

Literature: Students will start with ancient conceptions of conflict and peace by reading excerpts of ancient texts like the *Odyssey* and *The Republic of Plato*. They'll explore heroic ideals of warfare with texts such as *Beowulf*, as well as the intertwined concepts of warfare, courtly love, gender norms, and marriage in Arthurian legends. They'll compare and contrast these with alternative visions of peace and conflict from a variety of texts. They'll study late 19th and early 20th century utopian and dystopian images of peace and conflict with texts such as Octavia Butler's *Parable of the Sower* and George Orwell's *Nineteen Eighty-Four*. They'll finish the year with independent explorations of peace and conflict literature in the 20th or 21st century. Each student will choose an era, region, genre or author to study independently.

Discussion and Writing: The focus of discussions will be sophisticated aspects of texts such as authors' choices; central themes; multiple meanings, symbols, and sub-texts; overall structures and aesthetic impacts. Students will develop and write 3 to 4 shorter (2-5 page) fiction and/or nonfiction pieces. They may also write poems. Each student's selection of writing pieces will relate to his/her long-term educational goals. During the second semester, students will write an 8-12 page essay that explores peace and conflict in the 20th or 21st century by choosing an era, region, genre, or author to explore. (Students in the 3rd sequence year may choose instead to write two 4-6 page essays on different aspects of one topic; for example, a student may choose to write a persuasive essay about an author's vision of justice as guidance as well as a literature response essay examining the same author's depiction of conflict.) Students will end the year by designing and teaching a 45-minute class on the topic of their essay(s). Students will complete polished submissions for the *Pacem Literary Journal*, and those enrolled in the full-time program will select at least 2 pieces for their Pacem Portfolio.

Please be advised that this class will have reading and writing homework.

Math

Real World Math and Beyond

(ages 10-13) (1 credit)

Lexi Shear

This class addresses all topics typically taught in the middle school math curriculum in the context of real-world and hands-on activities designed to build and practice fundamental math concepts and skills in a relevant, interesting, and cohesive way. Activities are planned so that all students can learn at their current levels while working towards mastery of fundamental skills and concepts. Students explore, practice, and apply concepts and procedures through investigations, games, problem solving tasks, and group projects. Students develop and apply skills in problem solving, reasoning, and mathematical communication. Themes and projects vary from year to year so that students can continue to take this class until they are ready for beginning algebra. Themes may include the following: architecture and geometry, math of the Universe, statistics, mapmaking, games of strategy and chance, and banking and finance. In addition to group projects, students will work on basic math skills at their own pace using either a written or computer based curriculum. This class does involve regular homework. Our expectation is that students entering this class have a solid foundation in basic computation and are familiar with multi-digit addition, subtraction, multiplication, and division. Students who are ready for beginning algebra should take Math Tutorial 1. Please contact us if you are unsure which class is most appropriate for your child.

Math Tutorial 1

(ages 12-15) (1 credit)

Dan Wetmore

This course is designed for 12 to 15 year old students who are ready to take on the challenge of pre-algebra and algebra. Guided closely by the teacher, students will work at their own pace. This approach ensures that each child masters a topic before moving on, and is continuously challenged by the material presented. In addition, students will periodically work together on larger group challenges that are appropriate for students at a variety of levels. These activities will emphasize creative problem solving and mathematical reasoning.

Most students in this course use Singapore Math, common core series for grades 7 and 8 as the basis of their curriculum. Singapore math is a challenging but accessible curriculum that emphasizes empowering the student to learn math effectively and independently. The Singapore curriculum is a spiraling curriculum that moves students from concrete pictorial explanations to abstract problem solving. After an explanation of the material by their classroom teacher, students will work through problems at their own pace to develop mastery of concepts.

Students and parents will meet with the instructor at the beginning of the year to outline expectations. Students will be expected to complete homework in addition to working during class time.

Math Tutorial 2

(ages 14 to 18) (1 credit)

Dan Wetmore

Pacem believes it is essential for students to have the time to work at their own pace in order to reach their full creative and intellectual potential. This belief is emphasized in Pacem's Math Tutorial, which caters to the individualized study of mathematics. In this class, students set and work toward individual goals. In such a small classroom, our one-on-one math discussions and active use of the chalkboard to work through challenging problems often engages other students and exposes all the students to a wide variety of math levels, from fractions to calculus.

Many of our students use a combination of the computer-based Khan Academy with a written text. We recommend that students use Singapore Math as their written curriculum through algebra 1. Singapore math is a challenging but accessible curriculum that emphasizes empowering the student to learn math effectively and independently.

Students and parents will meet with the instructor at the beginning of the year to outline expectations and discuss curriculum. Students will be expected to complete homework in addition to working during class time.

Culture, History, and Peace Studies (CHPS)

CHPS classes weave social science content and a variety of academic skills together while examining key questions about how human beings live together, locally and globally, today and in history.

Around the World: People, Cultures, Places

(ages 10-15) (1 credit)

Rebecca Yahm

This class begins close to home and then takes students on a journey around the world to learn about a wide variety of places and cultures. Students will broaden their horizons as they learn about some of the diverse cultural traditions that shape people's lives in different places, including right here in our own communities. In the first part of the year, we will focus on the varied cultures within Vermont and the United States, including a study of immigration past and present and the students' own family and cultural history. As an introduction to elements of culture and geographic terms and concepts, students will create imaginary island countries with modeling clay, map them, and invent cultures to go with them. We may also take a look at Pacem's own culture and traditions.

As the year progresses, we will learn about the major world religions, aiming to understand some of their core beliefs and values. We'll "visit" each continent to learn about some of the different countries and what it might be like to live there. Students will have the opportunity to study at least one country of their choice in depth. We will look at folklore, homes, food, clothing, art, entertainment, religion, and other aspects of culture to help students gain insight into the daily lives of young people from around the world. We will also explore connections

between our community and people in other parts of the world and the ways that the natural environment influences culture. The class will read and discuss folklore and possibly fiction associated with some of the cultures studied and will experience firsthand some foods, games and crafts. We may possibly attend the Vermont International Festival and participate in a geography fair and/or the National Geographic “GeoBee.” Other activities will include discussion, writing, oral presentations, and projects.

Facing History in Ourselves

(ages 15-18; younger with instructor permission) (1 credit)

Carl Williams

This high school level survey course is designed to explore the times throughout history when societies were acting their worst, some people individually or collectively stood up for their fellow man.

Unit 1—Human nature. Using both sociological and psychological contexts we explore human nature—how we behave in groups as well as individually. We will use this information to build a template to explore bystanders and upstanders throughout human history.

Unit 2—Shoah. Using the information from the first unit, we will the Holocaust in some depth—how it came to be, the various ways people behaved; those who collaborated, those who stood up, and those who stood by. (Note: This unit is not a history of World War II, and the more gruesome photos, etc. of this time period will not be presented in class.)

Units 3 and 4—Student directed explorations. Both as a group and individually, students will use the information from the first unit to explore other incidences. These may include: genocides in Darfur, Rwanda, Armenia, apartheid in South Africa, the Jim Crow South in the first half of the 20th century, anti-Semitism, bullying culture, etc.

Overarching course goals:

Relationships—Students interact respectfully with others, including those with whom they have differences.

Effects of Prejudice—Students demonstrate understanding of the concept of prejudice, and of its effects on various groups.

Causes and Effects in Human Societies—Students examine complex webs of causes and effects in relations to events in order to generalize about the workings of human societies, and they apply their findings to problems.

Nature of Conflict—Students analyze the nature of conflicts, how they have been or might be resolved, and how some have shaped the divisions in various times of their local community, Vermont, the United States, and the world.

Science

Science courses at Pacem are lab and activity based courses focusing on inquiry, investigation, and research. All of our science courses cover, in an age-appropriate manner, scientific method, observation, data analysis, scientific writing, and research. Environmental sustainability is a thread woven in throughout the curriculum, as is knowledge and understanding of the local environment.

Humans from the Inside Out

(ages 10-12) (1 credit)

Jaime Cipperly Cotton

In this hands-on life science course, students will explore the inner workings of one of the most compelling subjects in science: their own body. Students will begin by investigating the periodic table of elements to discover the building blocks of all matter. They will move into cell structure and the commonalities of all living organisms. They will then focus in a concrete manner on the structure and function of different body systems including the digestive, cardiovascular, respiratory, nervous, musculo-skeletal reproductive, and immune systems. Different factors impacting human health in general and students' own health in particular will be a thread throughout the course. At the end of the year, students will ponder questions of heredity and how they acquired the traits that make them each unique. Throughout this course, learning will be based primarily on activities, research, experiments, and reading and class discussions.

Our Dynamic Earth: Weather, Climate, and People

(ages 12-15) (1 credit)

Jaime Cipperly Cotton

In this hands-on earth science course, students will explore weather, climate, and the role people have in interpreting and effecting change. The class will begin by learning about the sources of weather. Students will explore the role of the sun, earth, and atmosphere on weather patterns. We will take a more in-depth look at clouds, winds, fronts, highs and lows, and storms. Students will measure weather by using a mixture of hand-made and store-bought devices. Students will then explore climates around the world and sources that create climate change. We will read about the pioneers of weather and climatology from Aristotle to Daniel Fahrenheit to more recent pioneers. Throughout this course, learning will be based primarily on activities, research, experiments, and class discussions.

The Mysteries of the Universe

(ages 15-18) (1 credit)

Lexi Shear

This course for advanced high school science students will delve into mysteries near and far.

In the fall, the focus of our explorations will be our own backyard. We will learn about the plants, animals, and natural communities in and around Vermont. Through field trips, labs, research and other activities, we will strive to understand how soils, geology, history, and populations interact to create the Vermont environment today. We may also examine environmental threats facing Vermont today.

In the spring, we will turn our gaze outwards and contemplate the mysteries of the universe! From general relativity to black holes, quantum mechanics to string theory, multiple universes to time travel. We will use readings, activities, research, videos, and discussion to wrap our minds around the amazing world of modern physics. Both these courses will be taught seminar style and the exact content will be determined by the interests of the students. With permission of the instructor, it may be possible to enroll in each semester separately.

Interdisciplinary Student-Directed Projects

Student-directed project work is at the heart of Pacem's curriculum. It reflects our strong belief in emergent learning—giving students time to focus on a topic of study that develops out of their own interests and passions, while providing teacher guidance and an intellectually inspiring atmosphere. The project process stretches students' ability to use inquiry and research, organize and present information, write, make interdisciplinary connections, channel their creativity, and see an idea through from concept to completion. It encourages students to be invested in their own learning and guides them towards ownership and responsibility for the process. It provides a meaningful context for learning and practicing research skills, writing, and other forms of communication and allows each student to build on existing strengths to learn new skills and information. Students learn about the subject they have chosen to explore, about the process of research and project work, and often about the media they choose to use to present their project.

Student-Directed Project: From Inspiration to Presentation

(ages 10-14) (1 credit)

Rebecca Yahm

Imagine the learning potential of studying a topic of great personal interest with the guidance and support to follow your questions and realize your vision! This is a powerful and compelling way to learn and practice new research and communication skills at the middle school level. Students choose a project of personal interest each semester and set their own project goals. At this level, a small group project with more teacher guidance is an option for those who want or need more direction. These projects can span all curricular areas. The teacher helps to guide students in a rich, interdisciplinary, in-depth exploration of their chosen topics, including suggesting related fields of study to explore and helping find and use available resources including experts, field study, and other field trips. Through individual conferences, mini-lessons, and group discussions, students receive support and instruction as needed in organization, research, and writing skills (including goal-setting, brainstorming and refining ideas, evaluating sources, note taking and organization, Internet research, bibliographies, time management, display ideas, and editing).

Each student creates a final display or portfolio of work, which is shown at a culminating Presentation Celebration. Past creations have been as diverse as the following: a board game about the region of Ladakh, original musical compositions, a model of a black hole, a scrapbook of paintings of places in Italy, a treehouse, a recycled fashion exhibit, a stop-motion animation movie about Galileo, and an active maple sugaring operation. These displays reflect the individual talents, creativity, self-expression, and learning styles of the students as they share their learning with the community.

Student-Directed Project: From Inspiration to Presentation

(ages 14-17)

(1 credit, or .5 credit on Friday only for students taking Facing History in Ourselves.)

Rebecca Yahm

Imagine the learning potential of studying a topic of great personal interest with guidance and

support to follow your questions and realize your vision! This is a powerful and compelling way to learn and practice the research and communication skills that are essential to lifelong learning, higher education, and many work environments. Students choose a project of personal interest each semester or for the whole school year and set their own project goals.

These projects span all curricular areas. The teacher helps to guide students in a rich, interdisciplinary, in-depth exploration of their chosen topics, including suggesting related fields of study to explore and helping find and use available resources including experts, field study, and other field trips. Through individual conferences, mini-lessons, and group discussions, students receive support and instruction as needed in organization, research, and writing skills (including goal-setting, brainstorming and refining ideas, evaluating sources, note taking and organization, Internet research, bibliographies and citations, time management, display ideas, and editing). Most projects at the high school level include research as well as an essay, research paper, or other well-developed piece of nonfiction writing.

Each student creates a final display or portfolio of work, which is shown at a culminating Presentation Celebration. Past creations have been as diverse as the following: a Pacem theater group, a fiction story set in Japan, a papermaking exhibit, a slideshow about prejudice, a hand-sewn costume, a robot, a model of a sustainable homestead, and a computer built from parts.

These displays reflect the individual talents, creativity, self-expression, and learning styles of the students as they share their learning with the community.

Community Classroom

(ages 12-17) (1 credit)

Pacem Faculty

Community Classroom provides a powerful opportunity for our students to learn real-world skills outside the walls of the school building and to understand the relevance of their education to the broader community through service projects, service learning opportunities, internships, and large scale community projects. It provides a meaningful way for them to explore and pursue areas of passionate interest, even when the subject may not be well suited to classroom learning.

Students can do individual or small group projects. They will begin by identifying needs within the greater community and their own personal interests. From this list, they will develop a discrete community service project that they will tackle over the course of the year or the semester. Working with community partners and Pacem staff, students will identify and develop possible solutions to the need, and then they will put their plan into action!

Older students might choose an opportunity to intern independently with an area business or professional mentor to explore possible career interests, or create a long-term volunteer relationship with a nonprofit.

Past community classroom projects have included volunteering at a local soup kitchen and creating a radio piece about the people there; volunteering at a dog rescue, educating people

about the problem of abandoned animals, and collecting supplies for local animal shelters; and volunteering at a local preschool

Capstone Project

(ages 16-18) (1 credit)

Rebecca Yahm

Imagine the learning potential of creating a major piece of work with guidance and support to follow your questions and realize your vision! The Capstone Project is an opportunity for our oldest students to bring together many of the skills they have developed over their high school years in the study of something personally inspiring, and to show the Pacem community what they can do. It is required for students in their final year of high school, and is an option for students the previous year as well. This is a more in-depth and challenging project experience in which students pursue a passionate interest with guidance from a mentor, chosen by the student if possible. They set their own goals and progress towards them very independently, meeting with their mentor once or twice a month as needed.

The Capstone Project is expected to include at least one major substantial, well-developed, in-depth piece of work, which can take a variety of forms. The length and scope is determined by student and advisor based on the student's interests, needs, and goals (students doing a Capstone Project before their final year of high school may choose to do two shorter main pieces instead). Students complete other components in addition to the major work. In total, the Capstone Project must include nonfiction writing, research, learning from an expert in the field (if possible), at least two means of communication in addition to writing, a teaching component, and presentations to the Pacem community or other appropriate audience, including at least one oral presentation. For example, one student studied urban sustainability and sustainable design, and his project included the following: designing and building a bioshelter and using it to raise food, writing a research paper to accompany the structure, taking a course on permaculture at Yestermorrow, teaching workshops at Pacem about computer assisted design, and presentations to the Pacem community.

Note that although this is on the schedule for a particular block of time, it is expected that meetings will be arranged at the mutual convenience of the student and advisor and that significant amounts of work will be done outside the scheduled class time.

Studio Arts

Studio art classes at Pacem give students a solid foundation of technique and design principles while still allowing for personal self-expression. Students also are exposed to both historic and contemporary artists as inspiration for their own work. Quarter credit classes will run sequentially during the year. Students may sign up for any number of them.

Drawing and Painting

(ages 10-18) (1/4 credit; first quarter)

Bonnie Hooper

We will start with drawing and painting to hone our skills and establish a foundation from which to draw. Advanced students will working on stretching their limits and taking their technique to the next level.

Printmaking

(ages 10-18) (1/4 credit second quarter)

Bonnie Hooper

Explore different methods of printmaking including wood block, collagraphs, silk screening, and monoprints. We will make prints that stand alone as art pieces as well as ones that will be used as a basis for multi-media art. Students can also bring in clothing to explore printing and surface design on textiles..

Sculpture

(ages 10-18) (1/4 credit third quarter)

Bonnie Hooper

We will think about design elements of sculpture such as balance, texture, and rhythm. We will use various material and methods to create figurative, abstract and kinetic sculptures.

Community Art

(ages 10-18) (1/4 credit fourth quarter)

Bonnie Hooper

Good art can develop a sense of community. Some art can also cause us to think or look at the world differently or provide comfort to people. In this part of the class we will look at examples of community art. Then we will develop collaborative project that reflect our values to transform our school and possibly other public spaces.

Foreign Languages

At Pacem, we believe that speaking a foreign language is an important part of understanding other cultures, peoples, and parts of the world, as well as a skill that students may need in their future life and work. This understanding, in turn is critical for fostering global peace and understanding which is central to our mission.

Beginning/Intermediate Spanish

(ages 10-18) (1 credit)

TBA

Spanish is the third most commonly spoken language in the world today. Learn this important language through an immersion process. Class time will include games, creative writing, cultural studies, and performances as well as grammatical skills to reinforce what is learned. There will be some homework in order to continue practicing between classes.

Beginning/Intermediate French

(ages 10-18) (1 credit)

TBA

Learn this important language through an immersion process! Students will work to develop fluency in French while learning about elements of French cultures from around the world, starting with right here in Vermont. Class time will include games, creative writing, cultural studies, reading, and performances as well as grammatical skills to reinforce what is learned. French is spoken in over 60 countries, and students will explore some of these countries through study of foods, cultures, and music. This course is appropriate for students who are just beginning their studies as well as those who have some experience in the language. There will be homework in order to continue practicing between classes.

Independent Study

(ages 10 – 18) (1 credit)

Pacem Faculty

In any subject area, students may work with a faculty advisor to design an independent study to substitute for a regular Pacem class. The purpose of an independent study is to allow students the flexibility to design their own curricula with faculty mentors. Pacem faculty may also assist the student in finding outside expert mentors when appropriate. Independent studies must include similar concepts and skills and be of the same quality and complexity as the classes they are replacing. At the beginning of the year, students will define goals for their studies. Throughout the year the student and their mentor will meet weekly, to plan their work for the week and assess the student's progress.

Thursday Programming

Thursday mornings at Pacem are devoted to a few shorter term arts offerings. For students not interested in art, this is a good time to explore internship opportunities, community service projects, or other compatible programs such as "Earthwalk". Faculty guide students in making the best use of their time. The possibilities are endless!

Thursday afternoons

On Thursday afternoons, Pacem hosts a series of 1 – 6 week long workshops. In these workshops, we will take advantage of local organizations and experts. Students may register for the entire series of workshops, or for individual offerings. Interested students are invited to play a significant role in choosing workshop topics, organizing them, and even leading them. Past workshop topics have included mountain biking, archery, model rocketry, Korean martial arts, German language and culture, improvisational acting, Shakespeare reading and performance, digital photography, and more.

College Preparation

Depending on demand, a variety of offerings to assist in the college admissions process will be available to our high-school aged students. These may include workshops such as choosing an appropriate college, applying for financial aid, essay writing, homeschool transcript and portfolio documentation, and interviewing skills. In addition, if there is sufficient interest, we will offer short-term intensive SAT prep classes in the afternoons or evenings.

Extracurricular Activities

Pacem will offer a variety of extracurricular activities which will vary by season. Offerings will be determined by student interest, but have, in the past, included: game club, dungeons and dragons, a cappella singing, cross country skiing, ultimate Frisbee, and theater. Students are encouraged to start clubs of their own with guidance from the faculty.

Fall Outdoor Adventure Days

All students are invited to join us for three days before the start of school (Wednesday September 6th through Friday September 8th), we will spend some time in the woods and fields of Vermont getting to know each other and building the foundation of our community for the coming year. From Wednesday morning through Thursday afternoon we will be based at Lotus Lake Camp in Williamstown, VT. Our days will be filled with team building activities, hikes, and companionship. Wednesday night we will camp out (under the stars, weather permitting!) On Friday, we will hike as a group up one of Vermont's much loved mountains, challenge ourselves physically, and immerse ourselves in nature. In our three days we will have time alone to contemplate our goals for the coming year, and time as a group learning to work cooperatively and appreciating what each of us has to offer the group. Please plan to come for the entire three days. All students who are taking more than one class at Pacem are strongly encouraged to attend. Food will be provided while we are at Lotus Lake.

Homeschool Advising Package

With our homeschool advising package, Pacem's homeschool expert, Rebecca Yahm, will provide you with support for your homeschool curriculum, planning, and teaching throughout the year. The first advising meeting will take place in the summer to get help developing educational goals for the year, planning curriculum, finding resources, and/or completing state paperwork. In the middle of the year, you will have an opportunity to check in and address any concerns or issues you might be facing, since mid-year questions and new directions are common. At the end of the year, you will meet for a homeschool assessment, which fulfills the state of Vermont Home Study year-end assessment requirement and is also an opportunity to review and appreciate your child's progress and accomplishments during the year. Meetings in addition to the ones described here can be scheduled for additional cost.

Health Week Seminars

For one to two days in April, we will devote ourselves to understanding appreciating and promoting healthy lifestyles. During this time, Pacem will host a series of workshops led by students, faculty, parents and local experts. Specific topics will be developed by students and faculty. Workshops will be open to all members of the Pacem community for an additional fee. More information will be available.

Mountain and Service Retreat

Just as we began the year outside, so we will end it. From June 13 – 15 we will physically challenge ourselves on two mountain hikes and enjoy the beauty of early summer in Vermont. On one other day we will serve one or two organizations in our community. If students are up for the challenge, and if sufficient chaperones volunteer, our mountain hikes might include and overnight camping trip. Any camping trip will incur a nominal cost to cover food and camp-site fees.

The emphasis of these days will be to reflect on the past year and appreciate the ways in which we have all grown. We will contemplate how we can help each other and the world around us, learn about and appreciate our natural world, and find our peaceful center.

Bring your knowledge or field guides of the natural world with you and share!

Please note: Classes without sufficient enrollment are subject to cancellation. Families will be notified as soon as possible about class cancellations. Deposits for cancelled classes will be returned.