Pacem School

32 College Street
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www.pacemschool.org

Course Descriptions Academic Year 2018-2019

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.

Language Arts, Literature, and Writing

Teachers will be in touch throughout the year about acquiring books for literature class. Because we want to give families as many purchase options as possible to keep costs down (used books, libraries, e-books, etc.) we have chosen not to charge a book fee and buy books as a school. We can help if the cost of books poses an economic hardship.

DCF and More

(ages 10-12) (1 credit)

Laura McCaffery

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 also explore a variety of genres, like humor, adventure, and mystery. 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 receive conference feedback, and they'll complete polished submissions for the *Pacem Literary Journal*. Students enrolled full-time at Pacem will select 2 pieces to include in their Pacem Writing 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 may have reading homework.

Journeys

(ages 12-14) (1 credit)

Laura McCaffrey

Literature: Who are you? Where are you going? In this class, students will explore the idea of "coming of age" and the physical and psychological journeys that both characters and real adolescents take as they grow up. Students will collaboratively select literature to read and discuss.

Discussion and Writing: Students will work on close reading analysis, as well as presentation and discussion skills. They also will have the opportunity to explore who they are, what interests them, and their own unique journeys over the course of the year. Students will keep a Journey Journal comprised of short informal pieces, as well as an academic literature response essay, a short story or poem, an expository essay, and a reflective essay on the student's journey this year. As a part of learning to become more effective writers, students will receive feedback on substantial writing pieces. They will revise and complete a polished submission for the *Pacem Literary Journal*. Students enrolled full-time at Pacem will select 2 pieces to include in their Pacem Writing 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.

Global Literature: Rebels and Iconoclasts of Europe and Beyond

(ages 14-18) (1 credit)

Laura McCaffrey

Literature: Students will examine rebels and iconoclasts found in fiction, literary nonfiction, and poetry from Europe and beyond. Students will begin their exploration with excerpts of Celtic and Norse creation myths, studying rebellious and rule-breaking deities. They'll then read Shakespeare's *Romeo and Juliet* and an excerpt from *Don Quixote*, who famously tilts at windmills. Students will progress to Enlightenment era rabble-rousers like Jonathan Swift, and they'll study social satire (Charles Dickens or Jane Austen) or social/psychological horror (Mary Shelley's *Frankenstein* or Robert Louis Stevenson's *Dr. Jekyll and Mr. Hyde*). As they read these older texts, they'll also pair them with related contemporary pieces. They'll sail onward, likely to the Americas, which will primarily mean Central and South America. Students will begin with Mayan creation myths, again focusing on deities who misbehave. They'll study Spanish Conquistador exploration narratives, along with 16th century and contemporary critiques of colonization. Students will read an excerpt of the epic poem about a South American gaucho, "Martín Fierro," and then transition to more contemporary poets. Students will finish the year by reading *The House on Mango Street*. Students aged 16 and up may develop an independent study that will result in a class session that they'll teach.

Discussion and Writing: All students will help make some literature selections. With guidance, students will focus discussions on the forms and structures of texts, as well as figurative and symbolic aspects. They'll also draw connections between chosen texts and other literature, their own lives, and world events. Students will regularly write shorter reflective and analytical responses to readings. They'll also craft at least one short story or myth, one poem, one argument essay, and one literary analysis essay. From these, they'll select submissions for the *Pacem Literary Journal*. Students enrolled full-time at Pacem will select 2 pieces to include in their Pacem Writing Portfolio.

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

Math

Teachers will be in touch throughout the year about acquiring texts for math tutorials. Because we want to give families as many purchase options as possible to keep costs down we have chosen not to charge a book fee and buy books as a school. We can help if the cost of books poses an economic hardship.

Real World Math and Beyond

(ages 10-13) (1 credit)

Rebecca Yahm

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 12-14) (1 credit)

Dan Wetmore

This course is designed for 12 to 14-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 whiteboard 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.

U.S. History Alive!

(ages 10-14) (1 credit)

Rebecca Yahm

This class will bring United States history to life through real-world hands-on engagements. Students will travel through time to significant historical periods and events, experiencing what life was like and how historical events affected individuals. In the process, we will seek to untangle some of the thorny issues and questions that have plagued people at different times in history. Creative writing, theater, literature, and visual arts will all be included. We will take advantage of the long time-block for this class to delve deeply into creative work as well as engage in time-consuming activities such as field trips. Projects may take the shape of role plays, simulations, debates, skits, videos, museum exhibits, games, scrapbooks, etc. Students will have input into the specific topics/periods of focus as well as types of projects.

World History and Cultures I

(ages 14-18) (1 credit)
Carl Williams

This class will focus on the history as well as the anthropology of cultures and countries worldwide. Historical emphasis will be on ancient cultures/societies—both eastern and western. The cultural anthropology emphasis will focus on indigenous peoples and will examine various topics associated with prehistoric, historic, and contemporary cultures including language, economic systems, social stratification, marriage, political organization, religion and the arts. It is suited for students who are curious about history and the development of humans and human behavior on a worldwide scale over an extended period of time.

Skills used and practices in this course include: oral reports, note taking, technology, essay writing, research, debate and Structured discussions, and map work

Standards covered include: Being A Historian: Students use historical methodology to make interpretations concerning history, change, and continuity. Concepts of Culture: Students understand the concept of culture, including the cultures of indigenous peoples, in various times and in various locations from local to worldwide. Causes and Effects in Human Societies: Students examine complex webs of causes and effects in relation to events in order to generalize about the workings of human societies, and they apply their findings to problems. Forces of Unity and Disunity: Students understand the tensions between the forces of unity and those of disunity in various times. Types of Government: Students compare and evaluate the philosophical underpinnings and the workings of different types of governments, including constitutional governments, in various times and in various locations from local to worldwide.

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.

How the Universe Works

(ages 10-12) (1 credit)

Lexi Shear

In this hands-on experimental physics and astronomy class, we will begin by exploring the governing forces and principles that built the universe and that allow us to understand its workings through an exploration of simple machines and elementary mechanics. As we build on our understanding of the physical, we also will incorporate electronics and magnetism into our picture of how the universe behaves. Once we have built a solid foundation of physics, we can then expand out to investigate how the Earth and the solar system was formed and now behaves, and then out farther to understand stars, other galaxies, black holes, and even how the universe may end. Topics covered will include:

- Motion, forces, and Newton's laws as applied to everyday objects
- Kinetic and potential energy and friction
- Electricity, circuits, and magnetism
- Motion of planets and moons
- History of the solar system and universe
- Understanding of the scale of the solar system

The Science of Water and Food

(ages 12-14) (1 credit)

Jaime Cotton

What do we put into our bodies every day? How do those substances impact our health, and where do they come from? These questions will form the foundation of our study throughout the year. We will begin by investigating the nature and structure of matter, and the organization of matter in the periodic table. Next we will consider, how matter can undergo physical and chemical changes, how chemical changes can affect all life on earth, and why no matter how substances interact with each other the total amount of energy in earth's systems remains the same Water will be the focus of the second part of the year as we explore the properties of water and examine what influences its quality, learning about Vermont's waterways and local water issues along the way. Finally, we will expand our understanding of matter by looking closely at the chemistry and ecology of the food we eat. Concepts will include the periodic table, properties of water, water quality, soil chemistry, food quality, and agricultural systems.

Physics

(ages 14-18) (1 credit)

Lexi Shear

How can we describe motion? Why are ice skates slippery? What is a rainbow? How does a motor work? Physics holds the answers to these and other questions, both mundane and profound. In this course, we will investigate the nature of motion, energy, electricity, sound and light. These are the fundamental laws that explain our universe and determine the behavior of everything we see in the world around us. Increasingly science educators are promoting the study of physics as the first foray into upper level science. From this, the more abstract sciences of chemistry and biology follow naturally. In this course we will ask questions and work together to devise both qualitative and quantitative experiments to answer them. Often, especially in the fall, we will build our own equipment out of common materials to test our ideas. From these explorations, we will develop a concrete understanding of physical laws, which we will apply to current problems in the world around us.

Introduction to Computer Architecture and Algorithms

(ages 13-18) (1/4 credit; fall term only)

Paul Wallich

We all see what computers do every day. How they do it is another matter. This class is an introduction to the inner workings of computer hardware and software, and to the principles of computer science. Among the topics to be explored: CPU (central processing unit) architecture, memory hierarchies, multitasking, operating systems and file systems, basic algorithms and benchmarking. Students will have opportunities to do independent projects in one or more of these areas. Although this is not (primarily) a programming class, students should not be surprised if they pick up the basics of one or more programming languages along the way! If there is sufficient interest, this course may continue into the spring semester.

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: 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, a 3-D map of Middle Earth, 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.

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Student-Directed Project: From Inspiration to Presentation

(ages 14-17) (1 credit)

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 are 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.

Beginning and Advanced Drawing

(ages 10-18) (1/4 credit; first quarter)
Bonnie Hooper
Drawing projects will be modified by the experience and interests of the students. Students could explore landscape, portrait, and still life. We will also look at the different styles of graphic novels and learn how to develop character and narrative through visual means.

Painting and Mixed Media

(ages 10-18) (1/4 credit second quarter)
Bonnie Hooper
Mix media combines more than one medium in producing an art piece. Drawing and paint can be combined. Collage, and found objects can be added. We will have the opportunity to explore a large variety of media.

Costume and Set Design

(ages 10-18) (1/4 credit third quarter)
Bonnie Hooper
We will look at costume design and how to modify existing clothing in order to represent different time periods and character. We will also learn how to create three dimensional designs in order to create stage scenery. We will apply this knowledge to the annual play that Pacem produces.

American Art

(ages 10-18) (1/4 credit fourth quarter)
Bonnie Hooper
American Art has a very rich and highly varied tradition created by the many cultures that live in our country. We will look at the art of different regions and time periods. Indigenous art flourished before European contact. The early settlers were highly influenced by the English, but uniquely American Art styles developed over time. The vast landscapes gave rise to the Hudson River School. Americans also ushered in the Modern Art Era. As we study the art history of our country, we will use these examples as inspiration for own work.

Foreign Language

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 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 are 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, board game design, 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 offers a variety of extracurricular activities which vary by season. Offerings are determined by student interest and are generally student-led. In the past, these have included the following: game club, dungeons and dragons, a cappella singing, cross country skiing, ultimate Frisbee, running, theater, and more.

Fall Outdoor Adventure Days

All students are invited to join us for three days before the start of school (Wednesday September 5th through Friday September 7th). 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 Discovery Center 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 (though for students with scheduling conflicts, it may be possible to attend for part of the time). 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 11th – 13th 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.

2018-2019 Class Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
8:15 Arrival and social time	**8:15** Arrival and social time	**8:15** Arrival and social time	**8:15** Arrival and social time	**8:15** Arrival and social time
8:30-10:05 ◆ Science (10-12): *Universe* (1cr) ◆Math (12-14): *Math Tutorial 1* (1cr) ◆LA/Lit (14-18*) Global Lit.* (1cr)	**8:30-10:05** ◆ Science (13-18): *Intro to Computer Architecture* (1/4cr)	**8:30-10:05** ◆ Science (10-12): *Universe* (1cr) ◆Math (12-14): *Math Tutorial 1* (1cr) ◆LA/Lit (14-18*) Global Lit.* (1cr)	**8:30-12:00** ◆Art Studio (10 – 18) Quarter long courses: *Beginning and advanced drawing; Painting and mixed media; Costume and set design; American art* (1/4 credit each)	**8:30-10:05** ◆Beginning/Intermediate French (10-18) (1/2cr)
10:05-10:55 Meeting & break	**10:05-10:55** Meeting & break	**10:05-10:55** Meeting & break		**10:05-10:55** Meeting & break
10:55-12:30 ◆LA/Lit (10-12): *DCF* (1cr) ◆Science (12-14): *Water and Food* (1cr) ◆Math (14-18): *Math Tutorial 2* (1cr)	**10:55-12:30** ◆CHPS (10-14): *US History Alive!* (1cr) ◆CHPS (14-18): *World History and Cultures* (1cr)	**10:55-12:30** ◆LA/Lit (10-12): *DCF* (1cr) ◆Science (12-14): *Water and Food* (1cr) ◆Math (14-18): *Math Tutorial 2* (1cr)		**10:55-12:30** ◆Project (10-14) (14-17): *Student Interest Project* (1cr) ◆Project (16-18): *Capstone* (1cr) ◆Project (12-18) *Community Classroom* (1cr)
12:30-1:30 Lunch	**12:30-1:30** Lunch	**12:30-1:30** Lunch	**12:00-1:00** Lunch	**12:30-1:30** Lunch
1:30-3:05 ◆ Math (10-13): *Real World* (1cr) ◆LA/Lit (12-14): *Journeys* (1cr) ◆Science (14-18): *Physics* (1cr)	**1:30-3:05** ◆CHPS (10-14): *US History Alive!* (1cr) ◆CHPS (14-18): *World History and Cultures* (1cr)	**1:30-3:05** ◆ Math (10-13): *Real World* (1cr) ◆LA/Lit (12-14): *Journeys* (1cr) ◆Science (14-18): *Physics* (1cr)	**1:00-3:00** ◆Thursday workshop series	**1:30-3:05** ◆Project (10-14) (14-17): *Student Interest Project* (1cr) ◆Project (16-18): *Capstone* (1cr) ◆Project (12-18) *Community Classroom* (1cr)
3:05-3:15 Student Jobs **3:15:** END OF DAY, PICK-UP	**3:05-3:15** Student Jobs **3:15:** END OF DAY, PICK-UP	**3:05-3:15** Student Jobs **3:15:** END OF DAY, PICK-UP	**3:00-3:10** Student Jobs **3:10:** END OF DAY, PICK-UP	**3:05-3:15** Student Jobs **3:15:** END OF DAY, PICK-UP

◆Independent Study (10-18): In any subject area, students may work with a faculty advisor to design an independent study to substitute for a regular Pacem class. Meetings will take place once a week at a mutually convenient time. (1 cr)

Age ranges for each class indicated in parentheses.