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Course Descriptions Academic Year 2019-2020

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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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.

Explorations

(level 1-2/ages 10-14) (1 credit)

Laura McCaffrey

Literature: In this class, students will read about the explorations of both characters and people, as well as the ways such explorations may differ in diverse American and world cultures. Students will collaboratively select literature to read and discuss, as well as make genre selections. As part of this class, some students might also choose to read DCF books.

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, a poem, and an expository piece. With guidance, they will use the drafting process to develop and complete all major projects. Students 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 homework.

The Essay

(level 3/ages 14-16) (1 credit)

Laura McCaffrey

Literature: In this class, students will explore a variety of creative nonfiction as well as fiction. Students will read essays from *Best American Essays*, *National Geographic*, *The New Yorker*, *Yankee Magazine*, *Teen Ink*, *Orion*, *The New York Times*, and similar publications. They will also listen to at least one audio essay from *Teen Radio Diaries* or *This American Life*. While writing literature response essays, they will read short fiction like Edgar Allen Poe's "The Tell-Tale Heart" or Shirley Jackson's "The Lottery." While reading personal/memoir essays, they will read graphic memoirs like Marjane Satrapi's *Persepolis* and Art Spiegelman's *Maus*.

Discussion and Writing: Students will write shorter reflective and analytical responses to a number of different kinds of essays. They also will craft at least 4 complete essays: analytical, narrative, opinion, and reflective. If students choose, they could create essays in diverse formats, such as audio, video, or comics formats. They may also develop other creative projects. With guidance, they will use the drafting process to develop and complete all major projects.

Students will complete polished submissions for the Pacem Literary Journal. Full-time students will also select at least 2 pieces for 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 course will have reading and writing homework.

American Literature: Who Are We?

(level 4/ages 16-18) (1 credit)

Laura McCaffrey

Literature: In this class, we'll explore who we are as Americans, and how we make sense of our "American-ness" in our literature. Though we'll take a historical approach, in the sense that we'll look at literature in a variety of eras, we'll also explore how contemporary literature comments on or reflects enduring themes. For example, while we read excerpts of writing by Jonathan Winthrop, Cotton Mather, Phyllis Wheatley, and Anne Bradstreet, we might also read *The Crucible* to explore issues of power, guilt, paranoia, oppression, and prejudice. Students will make some literature selections, particularly of contemporary literature connected to classic texts.

Discussion and Writing: Discussions will focus on the forms and structures of texts, as well as figurative and symbolic aspects. Students will 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, one poem or speech, one expository essay, and one literary analysis essay. By the end of the year, students will develop a project that presents their answer to the question "Who Are We?" in relation to themselves and their identity as Americans. This project will include a creative writing component. With guidance, they will use the drafting process to develop and complete all major projects. From all their pieces, they'll select submissions for the annual *Pacem Literary Journal*. Students enrolled full-time at Pacem will select 2 pieces to include in their Pacem Portfolio.

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

Study Skills

(levels 1-3/ages 10-15) (1/4 credit)

TBA

At Pacem ask all our students to take a leading role in shaping their academic experience. This course is intended to help middle school and younger high school students organize their studies and learn to navigate and succeed in the shifting academic and social climate of middle and high school. The class will address four specific competencies: inter and intra-personal skills, academic organization skills, writing skills, and basic math skills. In addition, get help with specific classes that they are taking.

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

(level 1-2/ages 10-14) (1 credit)

Jaime Cotton

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

(level 2-3/ages 12-16) (1 credit)

Dan Wetmore

This course is designed for 12 to 16-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

(level 3-4/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.

The Ancients

(level 1-2/ages 10-14) (1 credit)

Rebecca Yahm

Delve into the mysteries of ancient history. This class will take an in-depth look at several ancient cultures from around the world, which will be chosen in part based on student interest. Through a range of different experiences, we'll explore aspects of these cultures including mythology, customs, religion and spirituality, science and mathematics, and the arts, and attempt to bring these cultures to life. We'll also look at the impact of major developments such as agriculture and written language and discuss how historians and archaeologists learn about the ancient past. This class will include hands-on activities like art and theater as well as literature, discussion, oral presentations, and both creative and expository writing.

Nonviolence and Social Change Through Time

(level 3-4/ages 14-18) (1 credit)

Rebecca Yahm

This class looks at peace, nonviolence, and social change in world history as well as in our community and daily lives.

We'll look at the ways in which people and groups worldwide have used nonviolent strategies to achieve political independence, resist dictators and invaders, and gain civil and human rights. We will touch on the roots of nonviolence in world religions, study the work of Gandhi, and look at other world movements such as resistance to dictatorships in Latin America, the Solidarity movement in Poland, and the campaign against apartheid in South Africa. We'll discuss nonviolence as a moral stance and a political tactic, including the ethics of civil disobedience, the question of a "just war," when/if the ends justify the means, etc.

From this foundation, we'll turn our attention to the problems and conflicts in our community and daily lives. We'll investigate problems in the local community and reach out to groups and individuals who are working to solve them. Through guest speakers and/or field trips, we will hear first-hand about a variety of exciting and important peace and social justice initiatives.

We'll also discuss service and activism and what's involved in doing this kind of work. We'll look at conflicts in our own lives and the skills needed to solve them peacefully. This includes explicit training and practice in conflict resolution techniques and the sociocratic decision-making process used in Pacem's circles. It may also include the creation of a peer mediation program. Throughout the year, we'll discuss current events that relate to peace, conflict resolution, and related social issues worldwide.

Activities will include discussions (with an emphasis on critical inquiry and applying class themes to historical events), readings, journaling and other writing, oral presentations, conflict resolution role-playing, a debate, and creative projects. This class will include homework—usually a reading or journal assignment to be discussed during the next class—and a commitment to completing this is essential.

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.

Citizen Science

(level 1-2/ages 10-14) (1 credit)

Jaime Cotton

In Citizen Science students will have the opportunity to collect and analyze data as part of collaborative projects with local and worldwide professional scientists, community members, data analyzers, and educators. Students will have the opportunity to investigate a wide variety of science topics and will be supported in the classroom to gain a deeper understanding of their subject. Some projects will be teacher lead and others will be independent or small group project determined by student interest. Students will gain skills in scientific inquiry, the scientific method, data collection and analysis, and scientific writing and will put those skills to use to use to further science. This class will have a field-based component.

Biology: The Living World

(level 3-4/ages 14-18) (1 credit)

Lexi Shear

Our planet is a living world filled with life-forms of almost unimaginable diversity. What is life made of? How does it work? How did it get here? We will answer these universal questions as we study biology across scales. We will start our journey with an investigation of the microscopic elements that make up cells and a study of modern biotechnology techniques. Next, we will consider how cells work together to create complex organisms. Our focus will broaden to consider the interactions of organisms and populations in our ecosystems. Finally, through the broadest lens of all, we will consider how life evolved on the planet. Throughout the course, we will consider how biology informs the interaction between humans and their environment. This will be a laboratory, activity, and field-based course in biology intended for all high school students. Biology is a vast subject, and we will determine, as a class, which topics we should focus on, depending on student interest. Students should expect to complete regular reading and writing homework assignments.

Computer Science: Programming and Graphics

(level 2-4/ages 12-18) (1 credit)

Paul Wallich

This class covers introductory computer programming with an emphasis on making images on the screen. We will start with scratch and Python to teach software concepts and coding techniques. (Scratch is essentially graphical, and Python has multiple libraries for creating and manipulating images, so coding can translate directly into visible results.)

Students will also have opportunities to learn the basics of widely used free image-creation software such as Inkscape, GIMP and Blender. In addition to creating images, these applications also offer additional opportunities for coding in the form of scripts and custom functions. With Blender and other programs, students will be able to explore the creation of 3-D models, which can ultimately put near-realistic images onscreen, or serve as the basis for 3D-printed objects.

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

(level 1-2/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.

Student-Directed Project: From Inspiration to Presentation

(level 3-4/ages 14-18) (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

(level 2-4/ages 12-18) (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

(level 4/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 who wish to receive a Pacem diploma 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.

Paper Arts

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

Bonnie Hooper

Paper is a versatile and accessible medium. We will explore its many possibilities. Some of our possible projects will be paper casting and lantern making. We will also create unique artist's books with interesting structures, that can enhance the meaning and the content of the book.

Jewelry Art

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

Bonnie Hooper

We will construct jewelry and seek inspiration by looking at examples of artisans work from both here and around the world. Our projects will include beading, wire working, fused glass, and other projects depending on interest.

Peace Studies

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

Bonnie Hooper

Imagery can be a powerful means to influence people. We will look at the historical uses of the way art has been used both to promote war and to protest it. We will also look the traditional symbols of peace. With this background in mind we will creates art that reflects our personal values.

TBA

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

Bonnie Hooper

The fourth quarter studio art offering will be decided largely depending on student interest.

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.

Intermediate French

(level 1-4/ages 10-18) (1 credit)

Nikki Matheson

The aim of this class is to continue to develop fluency in French while introducing 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 have had the equivalent of at least 1 year of French. There will be homework in order to continue practicing between classes.

Beginning French

(level 1-4/ages 10-18) (1/2 credit)

Nikki Matheson

This class is introduction to the language and cultures of French speaking countries around the world. Class time will include games, music, cultural studies, and story-telling and other methods to encourage basic vocabulary and grammar acquisition. In addition, simple reading and skits may 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 have had no French or only limited exposure to it. There will be homework in order to continue practicing between classes.

Independent Study

(level 1-4/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, 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 and Clubs

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 4th through Friday September 6th). 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. More information will be available in April.

Mountain and Service Retreat

Just as we began the year outside, so we will end it. From June 9th – 12th 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 our mountain hikes might include and overnight camping trip. Any camping trip will incur a nominal cost to cover food and camp-site fees. Parents are asked to either volunteer to chaperone or pay to cover staff costs for these days.

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 with insufficient enrollment are subject to cancellation. Families will be notified as soon as possible about class cancellations. Deposits for cancelled classes will be returned.

2019-2020 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 ♦Math (level 1-2): <i>Real World Math</i> (1cr) Cotton ♦Math (level 2-3): <i>Math Tutorial 1</i> (1cr) Wetmore ♦LA/Lit (level 4) <i>American Lit.</i> (1cr) McCaffrey	8:30-10:05 ♦Spanish (level 1-4): <i>Beginning Spanish</i> (1cr) Savard ♦CHPS (level 3-4): <i>Nonviolence, and Social Change through time</i> (1cr) Yahm	8:30-10:05 ♦Math (level 1-2): <i>Real World Math</i> (1cr) Cotton ♦Math (level 2-3): <i>Math Tutorial 1</i> (1cr) Wetmore ♦LA/Lit (level 4) <i>American Lit.</i> (1cr) McCaffrey	8:30-10:00 ♦Art Studio (level 1-4): (1/4 credit each quarter) Hooper ♦ Science (level 2-4): <i>Computer Science Programming and Graphics</i> (1 cr) Wallich	8:30-10:05 ♦Spanish (level 1-4): <i>Beginning Spanish</i> (1cr) Savard ♦CHPS (level 3-4): <i>Nonviolence, and Social Change through time</i> (1cr) Yahm
10:05-10:55 Meeting & break	10:05-10:55 Meeting & break	10:05-10:55 Meeting & break	10:00-10:30 Break	10:05-10:55 Meeting & break
10:55-12:30 ♦ Science (level 1-2): <i>Citizen Science</i> (1cr) Cotton ♦ LA/Lit (level 3): <i>Essay</i> (1cr) McCaffrey ♦Math (level 3-4): <i>Math Tutorial 2</i> (1cr) Wetmore	10:55-12:30 ♦French (level 1-4): <i>Intermediate French</i> (1cr) Savard ♦CHPS (level 1-2): <i>The Ancients</i> (1cr) Yahm	10:55-12:30 ♦ Science (level 1-2): <i>Citizen Science</i> (1cr) Cotton ♦ LA/Lit (level 3): <i>Essay</i> (1cr) McCaffrey ♦Math (level 3-4): <i>Math Tutorial 2</i> (1cr) Wetmore	10:30 – 12:00 ♦Art Studio (level 1-4): (1/4 credit each quarter) Hooper ♦ Science (level 2-4): <i>Computer Science Programming and Graphics</i> (1 cr) Wallich	10:55-12:30 ♦French (level 1-4): <i>Intermediate French</i> (1cr) Savard ♦CHPS (level 1-2): <i>The Ancients</i> (1cr) Yahm
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 ♦LA/Lit (level 1-2): <i>Explorations</i> (1cr) McCaffrey ♦Science (level 3-4): <i>Biology</i> (1cr) Shear	1:30-3:05 ♦Project (level 1-2 and level 3-4): <i>Student Directed Project</i> (1cr) Yahm ♦Project (level 2-4) <i>Community Classroom</i> (1cr) Yahm ♦Project (level 4): <i>Capstone</i> (1cr) Yahm	1:30-3:05 ♦LA/Lit (level 1-2): <i>Explorations</i> (1cr) McCaffrey ♦Science (level 3-4): <i>Biology</i> (1cr) Shear	1:00-3:00 ♦Thursday workshop series	1:30-3:05 ♦Project (level 1-2 and level 3-4): <i>Student Directed Project</i> (1cr) Yahm ♦Project (level 2-4) <i>Community Classroom</i> (1cr) Yahm ♦Project (level 4): <i>Capstone</i> (1cr) Yahm
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)

Intended ages are indicated by course levels as follows:

Level 1 (approximately age 10 – 12 or grades 5 and 6)

Level 2 (approximately age 12 – 14 or grades 7 and 8)

Level 3 (approximately age 14 – 16 or grades 9 and 10)

Level 4 (approximately age 16 – 18 or grades 11 and 12.)

Students may take classes out of the designated age range with permission only. Please contact us with questions about the appropriate class for your child.