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Course Descriptions Academic Year 2020-2021

Pacem’s primary 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. Ask about our new enrichment classes for younger children.

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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.

DCF

(level 1/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. *(Please note that the name of this award will probably change next year, but the award process will remain the same.)* 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, 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.

Journeys

(level 2-3/ages 12-15) (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 personal essay. 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.

Colonialism and Liberation

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

Laura McCaffrey

In this class, we'll consider how authors depict and question colonialism. We'll also consider how authors from nations or communities that once were colonized find ways to express themselves and represent their communities as they re-examine the effects of colonialism and look toward a more liberated future. We'll begin with a re-examination of *Little House on the Prairie* and a biography of Wilder called *Prairie Fires*, which examines the Wilder's expansionist and individualist myth-making. We'll also read works by contemporary native authors like Louise Erdrich and Leslie Marmon Silko. We'll discuss post-colonialism through the lens of Edward Said's writing, as well as discuss the classic *Things Fall Apart* by Chinua Achebe and contemporary works by writers like Chimamanda Ngozi Adichie and Nnedi Okorafor. Other authors we may read: Trevor Noah, Zadie Smith, Jamaica Kincaid, and Ta-Nehisi Coates. At the end of the year, students will choose a theme, genre, region, or author to study more extensively. They'll write expository and creative pieces as part of this study, and they'll teach a class to their classmates.

Discussion and Writing: Discussions will focus on the forms and structures of texts, as well as figurative and symbolic aspects. Additionally, students will draw connections between chosen texts and other literature, their own lives, and world events. Writing assignments and projects will be tailored to students' interests and long-term goals, though students will be required to write at least two academic literary analysis essays. With guidance, they will use the drafting process to develop and complete all major projects. At the end of the year, 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.

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 12-15) (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

(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.

Creating a Village Community

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

Rebecca Yahm

Imagine you are part of a small group of homesteaders starting a new Vermont village. What will your house look like? How will you get food and other supplies? How will you live peacefully with your fellow villagers? What roles will you play in your community? What will your days be like? In this year-long creative simulation, we will create a miniature community from scratch, complete with a town center and individual homesteads, diverse inhabitants, businesses, a local government, and an economy. We will create miniature people (peeps) and build homes for them using largely recycled materials. These peeps may start businesses, have families, and in other ways develop lives of their own. The class will work together to make decisions about how the village will run, record group decisions, create official documents, engage in trade, and document the life of the community in a village newspaper. The simulation will evolve based on the interests and ideas of the group. To inform our decisions and creations, we will learn about a variety of topics such as the village life of native people and early settlers in the region, different political and economic systems, the history of money, the role of government and rights of citizens, laws and court systems, resource use and waste disposal, and relevant social and environmental issues. As we tackle the ambitious and rewarding task of imagining and running our own mini-community, we will integrate skills in writing, research, speaking, group decision-making, art, and even math. Students will be encouraged to be creative and use their individual interests, knowledge, and talents for the benefit of the whole group.

Towards a More Perfect Union: U.S. History and Government

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

Rebecca Yahm

What does it mean to have a democracy? What forces have promoted and impeded a more democratic society? Who is included and how has that changed over time? How have different groups of people sought to participate in “liberty and justice for all”? What are the myths of America versus the reality? These are some of the themes we will discuss as we look at major events and developments in U.S. history. This is an election year, so the focus in the fall will be on the Constitution, government structure, and the election process; as well as the events leading up to the formation of the country. A mock election is a possibility if students are interested. For the remainder of the year, we will explore major themes and events in U.S. history, with a focus on the lives of everyday people and how they changed over time, the impact on the individual on major national and global events and trends, and the ongoing tension between expansion and restriction of rights and freedoms. Students will think critically and experience history in depth through activities like simulations and debates, and possibly also some local field trips. They will also interpret primary sources, discuss different perspectives on the past, and work on academic writing skills.

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

(level 1/ages 10-12) (1 credit)

Jaime Cotton

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, and black holes. 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

Science of Food and Water

(level 2-3/ages 12-15) (1 credit)

Jaime Cotton

What are we made of? Why is water such an important compound? What do we put into our bodies every day? How does food impact our health? These questions will form the foundation of our study throughout the year. This class will begin by investigating the nature of matter including how matter is organized on the periodic table, how it undergoes physical and chemical changes, and the conservation of energy. Water is the primary compound that sustains life on earth. Students will take a close look at the chemistry of water through hands-on activities and experiments. They will also examine the water quality of the Winooski River Watershed and learn about Montpelier's drinking water and wastewater systems. Finally, students will expand their understanding of matter by looking closely at the chemistry of food. Topics will include nutrition, cooking chemistry, and agriculture. This class includes projects, activities, experiments, reading scientific literature, scientific writing, and potential field trips to farms, rivers, and municipal water plants.

Chemistry

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

Lexi Shear

What are things made of? Why do we use so much plastic in our world? How much pollution is in our air and water? Why do we use the materials that we do? How do things stick together? Why does petroleum have so much energy in it? The answers lie in chemistry. We will answer these questions, and many others as we discover what matter, the stuff of the universe, is made of, how it is put together, and how it changes.

This will be a rigorous study of both quantitative and qualitative chemistry. We will cover topics typically included in an honors high school chemistry curriculum including atomic structure, bonding, behavior of solids, liquids, and gasses, mole concept, stoichiometry, and chemical reactivity. Throughout the course, we will examine issues of local and global environmental importance, as well as topics of particular interest to the current students, as a means to understanding the structure and behavior of matter. Our studies will include group discussions, lab experiments, gathering and analyzing data, computer simulations, reading, and research.

Computer Science: Programming for the Web

(level 2-4/ages 12-18) (.5 credit)

Paul Wallich

This course will cover web programming, from the basics of the codes that instruct your browser how to display the elements of a page, to the server programs that can create new pages on the fly and deliver entire applications in a browser. We'll start with simple HTML, and work our way up through javascript, cascading style sheets and other techniques – at a rate students are comfortable with. Ultimately we should arrive at Web frameworks that use the python language to create complete online applications. If students are interested, we can also explore some of the Internet of Things (household and other devices controlled over the web).

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, meetings with the advisor may be arranged outside of this time block as needed. It is expected significant amounts of work will be done outside the scheduled class time.

Fine and Performing Art

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. Two half credit classes will be offered (one in the fall, and one in the spring). Students may sign up for either or both of them. Performing arts are taught in the context of Thursday Workshops. In addition to a variety of topics based on student interest, we will produce a full-length play in the spring semester.

Art Studio

(levels 1-4/ages 10-18) (1/2 credit each semester)

Bonnie Hooper

Art studio uses the elements and principles of design as the foundation for creating and discussing art. Elements include line, texture, value, color, and shape. Principles of design include contrast, rhythm, balance, scale and emphasis. Students are exposed to a wide variety of artists both historical and contemporary. With this inspiration, they create their own vision that illustrates their understanding of the concepts presented. The class will be divided into four broad units described below.

Installation Art: Together we will create an art installation. Art Installations are large scale mixed media constructions designed to transform a specific place. It is an immersive experience for the viewer. Will we recreate a coral reef, a rainforest, the surface of the moon or something completely different? Collectively we will decide. We will use a variety of materials as well as lights and sound.

Puppetry: Puppets have intrigued people for centuries. We will explore shadow puppets, marionettes, and hand puppets. We will look at both historical and contemporary examples. The puppets can be as part of the installation piece we create earlier in the year or be a separate project that can inspire short skits.

Calligraphy: Lettering can be a form of art. We will create art where words are the focal point of the piece. We will also look at medieval illuminations as well as Celtic lettering for inspiration. We will make books to utilize our new writing skills.

Learning from the Masters: We will go on a virtual tour of museums from around the world and then create art using some of the principles behind the work that inspires us.

Music Theory and Composition

(levels 3-4/ages 14-18) (1/2 credit fall semester only)

Emerson Gale

In this course, students will learn about the basic components that are used to compose music in the Western world. Students will gain an understanding of the language of music and the complexities that are found within the music they hear and create. This course allows students the opportunity to not only increase their understanding of music theory but apply it in creative projects that allow them to compose melodies and harmonies of their own.

Students will explore musical elements including pitch, dynamics, rhythm, mode, texture, and tempo. In addition, students attain an understanding of melodies, phrases, and harmonies by learning to write scales, key signatures, and chords. Further, students will use their creativity to write melodies in specific modes and harmonize melodies with their knowledge of chords.

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.

Beginner/ Advanced Beginner 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 storytelling 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.

Intermediate/Advanced French

(level 2-4/ages 12-18) (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, storytelling, 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.

Linguistics

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

Richard Littauer

Details TBA

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.

College Preparation

SAT Preparation

(level 3-4 not for credit)

Laura McCaffrey and Lexi Shear

In the fall of 2020, we will offer a short-term SAT preparation class in the afternoons or evenings. (The exact schedule will depend on the needs of interested students.) The focus of the class will be on test-taking techniques and skills, effective studying and practice strategies, and basic content. Stay tuned for more details!

College Advising

Pacem Faculty

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.

Thursday Programming

Thursday mornings at Pacem are devoted to art and computer science. For students not interested in those subjects, 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.

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 2nd through Friday September 4th). 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 Day 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 14th – 17th 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 an 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.