



32 College Street
Montpelier VT, 05602
802.223.1010
www.pacemschool.org

Course Descriptions Academic Year 2021-2022

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.

| | |
|---|----|
| Language Arts, Literature, and Writing | 2 |
| Math | 4 |
| Culture, History, and Peace Studies | 5 |
| Science..... | 6 |
| Interdisciplinary Student-Directed Projects | 8 |
| Fine and Performing Art | 11 |
| Foreign Language | 12 |
| Independent Study | 12 |
| College Advising..... | 13 |
| Thursday Programming..... | 13 |
| Extracurricular Activities | 13 |
| Fall Outdoor Adventure Days..... | 13 |
| Homeschool Advising Package..... | 14 |
| Health Day Seminars..... | 14 |
| Mountain and Service Retreat..... | 14 |

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.

Golden Dome and more

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

Laura McCaffrey

Using this year's Golden Dome Award book list and the Green Mountain Book Award list as a starting point, students will explore fiction, nonfiction, and poetry. They'll also explore a variety of genres. Students will 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 could 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.

At points during the year, this class might adapt to align reading selections with the classes Life on Earth and Global Connections.

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.

Global Literature: Rebels and Iconoclasts of Europe and Beyond

(level 2/ages 13-16) (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 one of Shakespeare's plays 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 texts, like Ibi Zoboi's *Pride* and Jasper Fforde's *The Last Dragonslayer*. They'll sail onward to the Americas, which will primarily mean Central and South America. Students will begin with Mayan creation stories, again focusing on deities who misbehave. They'll study Spanish Conquistador exploration narratives, along with 16th century and contemporary critiques of colonization. Students will choose an author to study whose heritage is Central American, South American, or Caribbean and will

present on this author or text. Students will finish the year by reading immigration stories like *The House on Mango Street* and *American Street*.

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. 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.

At points during the year, this class might adapt to align reading selections with the class World History and Perspectives II.

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

Peace and Conflict Literature

(level 3/ages 15-18) (1 credit)

Laura McCaffrey

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

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

Discussion and Writing: The focus of discussions will be sophisticated aspects of texts such as authors' choices; central themes; multiple meanings, symbols, and sub-texts; overall structures; and aesthetic impacts. Students will develop and write 3 to 4 shorter (2-5 page) fiction and/or nonfiction pieces. They may also write poems. Each student's selection of writing pieces will relate to long-term educational goals. During the second semester, students will write a 5-8 page essay that explores peace and conflict in the 20th or 21st century and focuses on an era, region, genre, or author. In addition, they'll write a 2-3 page personal reflection about their topic. Students will end the year by designing and teaching a 45-minute class on their topic. Students will complete polished submissions for the *Pacem Literary Journal*, and those enrolled in the full-time program will select at least 2 pieces for their Pacem Portfolio.

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

Math

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/ages 10-14) (1 credit)

Ryan Johns

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. The content of this course is very flexible and will be tailored to the needs of individual students.

Math Tutorial

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. In addition, students who are at similar levels will occasionally work together on longer term projects and group challenges that focus on creative problem-solving and mathematical reasoning.

Many of our students use a combination of the computer-based Khan Academy with a written text. 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.

Math Tutorial 1

(level 2/ages 13-16) (1 credit)

Lexi Shear

Most students in this class will be working on topics in pre-algebra and algebra. Due to the nature of the class, however students will tackle the math that is appropriate to their current level.

Math Tutorial 2

(level 3/ages 15 to 18) (1 credit)

Paul Wallich

Most students in this class will be working on topics in geometry, advanced algebra, pre-calculus, and advanced math. Students working on other topics can also be accommodated, depending on their needs.

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.

Global Connections

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

Rebecca Yahm

This class looks at the connections we have with other cultures and places. In the first part of the year, we will focus on the cultural diversity within Vermont and the United States, including a study of immigration past and present and the students' own family history. As an introduction to cultural and geographic concepts, students will create imaginary island countries with modeling clay, map them, and invent cultures to go with them. As the year progresses, we will learn about the major world religions, aiming to understand some of their core beliefs and values as well as their impact worldwide. We'll also look at some of the trade connections we have to other countries through consumer products, and we'll discuss related environmental and labor issues. Students will have the opportunity to study one country of their choice and do an in-depth project that incorporates areas of interest. Class activities will include map work, discussion, writing, oral presentations, and projects.

World History and Perspectives II

(level 2-3/ages 14-18) (1 credit)

Rebecca Yahm

This class is part of a two-year course on world history, culture, religion, politics, perspectives, and ideas. This year, we will explore the transformations which created our modern world. Students will research, analyze, discuss, and reflect on global historical themes and questions from the Scientific Revolution to the 20th century. Topics will include revolutions, industrialization, labor and society, and imperialism and colonialism. We will practice skills for

weighing evidence about historical claims, making comparisons, understanding causation and context, and critiquing and interpreting primary and secondary sources. Discussions will include using knowledge of history to make informed choices and decisions in the present, particularly to address critical issues related to global peace, conflict, poverty, disease, human rights, trade, and ecology. Reading, discussion, writing, and oral presentations will all be included.

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, the 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.

Life on Earth

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

Ryan Johns

What did the earth look like in its earliest moments? How has it changed since? Did bird feathers really come from fish scales? In this class students will take a journey through earth's history closely examining climate, continental drift, and the evolution of plants and animals. At different times students will be archeologists, meteorologists, botanists, and zoologists. The fall semester of this class will be an in-depth look at the connection between geology and evolution as students explain how and why things have changed over time. Students may create maps of continental drift, observe plants and animals from different periods of time, created a tree of life, and examine some of the different theories about how life came to be. In the spring, students will examine more closely different branches of the tree of life. The exact topics will depend on student interest – perhaps we'll focus on how plants grow, or maybe the secret lives of animals will beckon. Along the way, we'll practice the skills of observation, data analysis, drawing inferences from evidence, non-fiction reading and writing, and discussion.

Biology: The Living World

(level 2/ages 13-16) (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 a big-picture look at the ecology of the forests of Vermont. We'll consider the interrelationships of populations and their adaptations to their environment. From there we will examine biology on a smaller scale and learn about the molecules and cells that make up all living things, and the function of individual organisms. 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.

Environmental Science

(level 3/15-18) (1 credit)

Lexi Shear

On any given day we can hear a host of news clips about environmental concerns, but what really are the facts behind these stories, and how can we realistically mitigate them? In this challenging, upper high school level, multi-disciplinary science course, we will use physical and biological science to help us identify and analyze the pressing environmental issues that humanity faces today. Using readings, discussions, scientific data, lab experiments, field trips, and experiences in our community we will seek to understand the root causes and possible solutions for a variety of environmental problems. We will start the year with an in-depth study of the science of climate change. After that, topics will be chosen according to student interest and may include human population growth; land, water, and air pollution; marine environmental issues; habitat destruction and conservation; environmental health; or other topics of particular interest to students. Students taking this class should have a working knowledge of high school level biology and chemistry. Students should expect to complete regular reading and writing homework assignments.

Computer Science: Robotics

(level 1-2/ages 10-15) (.5 credit)

Paul Wallich

How do machines do some of the things that people and animals do? The robotics course will explore that question by using and building a variety of robots for simple tasks: movement, navigation, and interaction. Students will use hands-on skills as well as developing an understanding of how to design and program machines that operate in the physical world.

The course will cover basic programming concepts such as variables, conditional statements and loops as well as a basic electrical and mechanical principles (motors, gears, levers, switches). Some prior exposure to these concepts will be helpful but not necessary. Depending on students' interests and abilities, robots may be programmed in Python, Arduino, or graphical block-based languages. We may also design parts for laser-cutting and 3D printing. The exact content of the class will depend largely on the experience and interests of the students.

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: a song and music video about youth voice, 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 2-3/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 slideshow about prejudice, hand-sewn costumes, animated and live-action short films, 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 2-3/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 3/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, and connections are made to topics of study in literature and CHPS classes where possible. 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 1-3/ages 10-18) (1 credit)

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. It may be possible to take just one segment with permission of the instructor.

Illustration will cover character development, visually propelling narrative forward, and experimenting with different styles and media.

Design Challenges will teach the principles of design through a wide variety of areas depending on student interest. Some project possibilities include fashion, sculpture, and painting.

American and European Art will look at different art movements throughout history. We will learn different techniques and ideas inspired by the great masters of many different eras.

World Art will explore different ideas of why art was created across many cultures. We will not imitate other country's art but create work that explores universal ideas through the context of our own experiences

Advanced Art Studio

(levels 3/ages 15-18) (1 credit)

Bonnie Hooper

Students will have the opportunity to develop high level technical skills in a variety of media. The exact nature of the projects will depend on the interests and experiences of the students. One important goal of the class will be for students to create a body of work that can be submitted in a college portfolio.

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. French and Spanish are the languages students most often wish to learn, however, tutorials in other languages, including Latin or Japanese, may be possible as well.

Foreign Language Tutorial (French)

(level 1-3/ages 10-18) (1/2 - 1 credit)

Nikki Matheson

In order to accommodate learners at a wide variety of different levels, Foreign Languages at Pacem are taught on a tutorial model. Students taking the same language will have an opportunity to practice conversation with each other. In addition, they will each have time to work one-on-one with the teacher on grammar and vocabulary, and with the guidance of the teacher, they will work independently on reading, writing, and cultural studies. Students can choose whether they work for one class block during the week for half a credit, or two class blocks during the week for a whole credit. Homework in addition to class time will be expected to practice vocabulary, read, and gain fluency.

Foreign Language Tutorial (Spanish)

(level 1-3/ages 10-18) (1/2 - 1 credit)

TBA

In order to accommodate learners at a wide variety of different levels, Foreign Languages at Pacem are taught on a tutorial model. Students taking the same language will have an opportunity to practice conversation with each other. In addition, they will each have time to work one-on-one with the teacher on grammar and vocabulary, and with the guidance of the teacher, they will work independently on reading, writing, and cultural studies. Students can choose whether they work for one class block during the week for half a credit, or two class blocks during the week for a whole credit. Homework in addition to class time will be expected to practice vocabulary, read, and gain fluency.

Independent Study

(level 1-3/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.

If there is no Pacem faculty member available with the expertise to advise an independent study, a student may find an independent outside tutor. Pacem is only able to pay for one hour a week at a rate comparable to the Pacem faculty hourly rate. Any fees above that rate will be the responsibility of the family.

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, live action role-playing, 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 1st through Friday September 3rd). 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.