



**COURSE**



**CATALOG**





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## FAST FACTS

**Year Founded:** 1867

**Number of Faculty:** 45

**Student to Teacher Ratio:** 10:1

**Motto:** "Per Aspera Ad Astra" Through Hard Work You Reach The Stars

**College Placement:** Our students are being accepted at America's "Top 100" colleges and universities ranging from the Ivy League to excellent liberal-arts colleges and national research universities.

**Number of Courses:** 150 courses, including 15 AP® courses and numerous dual enrollment courses between LI and Vermont State University or the Community College of Vermont.

**January Term:** Between the first and second semesters, for the first two to three weeks following the holiday vacation, students participate in an interim term to immerse themselves in either an intensive study of subjects of their choosing or an internship.

**Athletic & Extracurricular Programs:** There are nearly 70 interscholastic athletic teams, extracurricular clubs, programs, and activities available at Lyndon Institute. Athletic teams have worked hard to win over 29 State Championships since 2000.

**Visual and Performing Arts:** There are over 20 visual and performing arts courses offered at Lyndon Institute. These include Chorus, Band, Jazz Band, World Music, AP® Music Theory, Acting, Theater Company, Dance Company, Digital Photography, Studio Art, Drawing, Graphic Arts, Painting, and AP Studio Art, among others.

**World Languages:** Lyndon Institute offers multi-level instruction in Spanish and French.

**Our Community:** Lyndon Institute prides itself on being a positive presence and contributing member of the community. Our students participate in a number of community service projects. Several on-campus amenities are available to the public: the Bob Heath Track (for fitness walking and running); the Simpson Nature Trails (hikes and picnics); the athletic fields (for youth programs); and other facilities host performances and continuing education programs. The United Health Foundation has rated Vermont among the top healthiest states in the United States for over ten consecutive years. Vermont has also long been listed as one of the safest states in the nation.

**Nearby Recreation:** Lyndon Institute is located 10 minutes from Burke Mountain, an international Alpine ski resort and Kingdom Trails, an extensive trail network for non-motorized, multi-use recreation activity such as mountain biking (year-round), hiking, Nordic skiing, and more.

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## LYNDON INSTITUTE HISTORY

Founded in 1867, Lyndon Institute is dedicated to providing a unique educational experience for our students that leads to a lifetime of learning and good citizenship. We are an independent and comprehensive high school for grades 9 –12, offering a 150-course curriculum specializing in core and honors academics, fine and performing arts, and career and technical education programs. Our goal is to provide thoughtful and rigorous preparation for our students to help them reach their intellectual, creative, and physical potential.

The main 130-acre campus hosts 34 buildings, including the Main Building, Alumni Gymnasium,

650-seat Alumni Auditorium, the Elliott Memorial Library, the John L. Norris, Jr. Center for the Arts, the Monahan Academic Commons, the Vail Student Center, and seven dormitories. The 300-acre Binney Woods forest, located on Burke Mountain, provides outdoor recreation and educational opportunities.

Our school is located in the scenic and historic area of Vermont called the Northeast Kingdom. Vermont's Northeast Kingdom is revered by residents and visitors alike for its lovely countryside, abundant natural resources, and the preservation of traditional landscapes and lifestyles that have made the Vermont experience one to be cherished.





## Graduation Requirements

Minimum graduation requirements include 28 credits beginning with the graduating classes of 2025. Distribution of credits is as follows:

English	4
Mathematics	3
Science	3
Social Studies	3
Fine and Performing Arts*	1
Physical Education	2
Health Education	½
Electives	11½
Total	28

**Physical Education:** One semester of dance may count as 1 credit of Physical Education. One completed season of sports (including Winter Cheerleading) may count as ½ credit of Physical Education. Up to two credits of Physical Education may be fulfilled with the above-mentioned courses of sports activities.



## Grading Scale

	Numerical Average	Grade Points
A+	97-100	4.33
A	93-96	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1.00
D-	60-62	.67
F	0-59	0.00

## Report Cards

Grades are reported to students and parents four times a year, at the end of each academic term. Report cards provide information regarding the courses taken, the teacher of each course, and the grade or grades for the period being reported. Students will earn credit in all courses at the successful completion of each semester of work.



## **Honor Roll**

Lyndon Institute celebrates superior student academic accomplishment by awarding high honor roll and honor roll to deserving full time students at the end of each quarter. To achieve high honors, a student must have no grade below a B and a GPA of 3.67 or better for that quarter. To achieve honors, a student must have no grade below a B- for that quarter.

## **National Honor Society**

Election to the National Honor Society (NHS) is made by the NHS Advisory Council composed of a committee of faculty members. Candidate selection is based on meeting the criteria on which the NHS is based: character, scholarship, leadership, and service. To be considered for this society, juniors must have a minimum cumulative GPA of 3.67 and 30 hrs of community service. Seniors must have a minimum of a 3.33 and 50 hrs of community service.

## **Athletic Honor Society**

The Athletic Honor Society recognizes student athletes who have met the following requirements: have a 3.0 GPA, provided 10 hours of community service, have attended LI for a minimum of 2 years, have earned 2 varsity letters, and displayed good citizenship.

Upon their acceptance, students must sign an Athletic Honor Society contract. They agree to provide community service hours to the athletic department, maintain a positive attitude despite challenges, be coachable, and exhibit school pride and spirit in all athletic and school events.

## **National Technical Honor Society**

Lyndon Institute is a member of the National Technical Honor Society (NTHS). NTHS honors the achievements of top Career and Technical Education students, provides scholarships to encourage the pursuit of higher education, and cultivates excellence in today's highly competitive, skilled workforce. For over 30 years, NTHS has been the acknowledged leader in the recognition of outstanding student achievement in career and technical education. NTHS strives to bring well deserved recognition, scholarship opportunities, and career opportunities to students who excel in one of the 108 career and technical educational fields as their profession.

Students must carry a 3.0 GPA and be enrolled in a career and technical education program at LI to apply for membership.

## **National Art Honor Society**

Students in the National Art Honor Society (NAHS) demonstrate outstanding artistic scholarship and service to the school and community through the development of artistic endeavors, together with a strong moral character. By exemplifying these standards, the individual student members of the society promote an awareness of art and become active participants in the education process at their school and their community. Additionally, students are required to participate in community service and volunteerism in the visual arts, enroll in a fine arts class or have already completed a fine arts course, and attend NAHS meetings.

## **Scheduling and Schedule Changes**

Students work on their upcoming school year's schedule in partnership with their teachers, parents, advisors, and College and Career



Counselor early in March. This process continues through April as changes in students' interests and skills become more evident. Parents are encouraged to schedule time with their student's college and career counselor (CCC) and advisor during parent-teacher conferences. In addition, parents are encouraged to set up time to meet with their student's CCC throughout the year. They are also available by phone and email to answer questions.

Students' schedules are designed to fit their post-secondary aspirations and Lyndon Institute graduation requirements. Each student develops a Personal Learning Plan through our online system, Naviance, that includes exploration of personal interests and skills, career exploration, and an academic plan that syncs high school with post-secondary aspirations. Each student and parent has access to Naviance. Each fall, College and Career Counselors provide students and parents with a password and instructions on how to access Naviance. Personal instruction and computers are available upon request.

### **Advisor/Advisee System**

All students are assigned an advisor who will provide extra support to advisees and may serve as the primary point of contact for parents, generally for a student's entire time at LI. Advisors and advisees meet periodically on a regular basis at which time advisors may check in with students either individually or as a group.

### **College and Career Planning**

Lyndon Institute provides comprehensive resources to help students plan for their future. Student interests, skills, and values are considerations used to help students develop their personal college and career plan. Further assistance is provided in

related application processes, or similar, to help ensure their future success. Services provided by the office include:

- Academic counseling
- Career counseling
- College counseling
- Testing
- Special college and career workshops and classes
- Special evening presentations
- Scheduling college admission representatives, career services speakers, and college and career awareness field trips
- On campus college and career fair

### **Student Services**

Student Services assists students and their families with key information relating to academics. Services provided include:

- Cumulative records
- Community service entry
- Arrange parent-teacher conferences
- Student registration
- Transcript requests
- Assist with testing
- Curriculum development

### **Equal Opportunity Policy**

It is the policy of Lyndon Institute not to discriminate on the basis of a student's or their family member's actual or perceived race, color, ancestry, national origin, creed, religion, gender, gender identity, sexual orientation, marital or familial status, age, military/uniformed service or veteran's status, disability, or other legally protected classification in the provision and administration of its education programs, activities, services, and access provided to the public, in accordance with and to the limits of



applicable requirements of state and federal laws. Lyndon Institute complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, as well as other applicable state and federal laws with respect to accommodating individuals with disabilities. Lyndon Institute provides special education to eligible students in accordance with the school's special education approval from the State of Vermont, state and federal legal requirements, the School's policies and in coordination with the student's school district.

## **Curricular Offerings**

Lyndon Institute provides robust educational offerings within multiple disciplines:

**English**

**Social Studies**

**Math**

**Science**

**Career and Technical Education**

**World Languages**

**Fine and Performing Arts**

**Health and Physical Education**

In addition to the more than 150 course offerings available in these divisions, the following curricular opportunities unique to Lyndon Institute students are available.

## **January Term**

Recognizing that student interest and motivation are vital to educational success, Lyndon Institute provides a January Term (J-Term) aimed at sparking student curiosity. Between the first and second semesters, for two to three weeks after the holiday vacation, students participate in an interim term to immerse themselves in either an intensive study

of subjects of their choosing or an internship. During this period, students can choose from approximately 100 J-Term courses. A separate J-Term course catalog is created each fall to help students select the right courses for them.

The areas of study are constructed to reflect the passions of our students and faculty. The courses share many of the following attributes and themes, all of which are designed to help students experience deeper learning:

- Hands-on, applied, active, and creative learning activities
- Trips to subject and topic related sites
- Opportunities to learn, practice, and create tools related to a specific discipline or trade
- Career explorations within a field of study
- Seminars with professionals and/or experts in the field of study
- The development of community and relationships
- The development of a deeper understanding of the Lyndon Institute Mission, Vision, and Core Values (see back cover)

The objective of January Term is to allow every student to create an artifact or final product which reflects the acquisition of skill and knowledge in the field of study. These artifacts are measured against predefined course requirements and objectives and may include: formal presentations, creation of web page resources, certification in a field, a business plan, a journal, a publication, performances, videos, or a product of some type.

## **Lyndon Learning Collaborative**

The Lyndon Learning Collaborative is a partnership between Lyndon Institute and Vermont State University (VTSU) which provides an early-college



opportunity for qualified students. Admission into the program is by application. Once admitted, students are considered as both LI students and VTSU students; successful completion results in students receiving a high school diploma from LI and earning anywhere from 24 to 36 credits from VTSU.

### **Online Classes**

Online options are offered through the Vermont Virtual Learning Cooperative ([vtvlc.org](http://vtvlc.org)) as a complement or supplement to Lyndon Institute's course offerings.

### **Dual Enrollment**

Dual enrollment is the opportunity to earn college credit while also earning high school credit. The State of Vermont provides 2 vouchers for each student who is a resident of Vermont to participate in a dual enrollment class. Classes can be taken either at the high school or at a Vermont college. Lyndon Institute offers dual enrollment credit in Performing and Visual Art, English, History, Math, and Science classes. Career and Technical Education programs also offer the opportunity for students to earn dual enrollment credit. Juniors and seniors who are interested in earning dual enrollment credit should talk with their college and career counselor.

### **Flexible Lyndon Institute Pathways (FLIP)**

Enabled by Act 77, flexible pathways are defined as "any combination of high-quality academic and experiential components leading to secondary school completion and postsecondary readiness, which may include assessments that allow the student to apply his or her knowledge and skills to tasks that are of interest to that student." This is not a simple menu of choices, but a unique approach to educating each individual student. Students may choose from a rich diversity of

program offerings, virtual learning through our cooperation with partner institutions, engage in community-based learning opportunities, participate in dual enrollment options with partners in higher education, or practice real-world work readiness skills through participation in work-based learning experiences.

Flexible pathway options are available to all students. Students and/or families interested in exploring flexible options to reach graduation should speak with their Advisor and College and Career Counselor.

### **Differentiated Diplomas**

As a comprehensive high school, Lyndon Institute strives to serve all students to the best of their abilities. In doing so, we offer a comprehensive curriculum to help meet the needs of our students who span the spectrum of academic ability and interest.

A Lyndon Institute high school diploma provides students with an opportunity to continue their education in a 2- or 4-year college program or professional training or apprenticeship. However, students also have the chance to earn a specialized diploma by completing a specified and focused curriculum above and beyond minimum graduation requirements.

### **Career and Technical Education Preparation**

To earn a specialized diploma in Technology, students will complete a minimum of 8 credits in Career and Technical Education.

8 credits will consist of two 4-credit courses in the following areas:

- Automotive Technology
- Diversified Agriculture and Vermont Agronomy



- STEM
- Graphic Arts
- Health Science
- Applied Engineering and Design
- Welding and Metal Fabrication
- Outdoor Recreation

Note that a student will not have to take two 4-credit multi-period courses in sequence. While a student might want to take two years of Automotive Technology, the same requirements could be satisfied by taking (e.g.) Automotive Technology 1 and Welding and Metal Fabrication 1.

### Honors College Preparation

Any student eligible for the honors diploma must maintain a GPA of 3.67 throughout their high school career. In terms of courses taken, students will need to complete the following minimum requirements:

- Math, Science, History: 4 years of study in each discipline with at least 2 honor-level courses and 1 AP course.
- English: At least 3 honor-level courses and 1 AP course.
- Language: at least 3 years of 1 language or 4 years divided evenly between 2 languages.

### Fine & Performing Arts Preparation

Students will decide to pursue either visual or performing arts with neither focus mutually exclusive of the other. Students will take a minimum of 6 courses in the Fine and Performing Arts program with at least one course that is not in their focal area (e.g. a minimum of 5 visual arts courses and 1 performing arts course or vice-versa).

### Drivers Education

Lyndon Institute offers Drivers Education during the Summer, Fall Semester, and Spring Semester. Registration for the upcoming academic year takes place annually in March.

Seats are filled based on the requested students' year of graduation and date of birth. If a student registers but is not enrolled, they will be placed on a wait list based on the same criteria. Students who request the course after the registration period has closed will automatically be placed at the end of the waitlist. The waitlist resets at the end of the academic year.



# Humanities

## English • Social Studies



<b>English</b>	<b>10</b>
ADVANCED PLACEMENT OFFERINGS	12
DUAL ENROLLMENT OFFERINGS	12
<b>Social Studies</b>	<b>13</b>
ADVANCED PLACEMENT OFFERINGS	15
DUAL ENROLLMENT OFFERINGS	16
<b>Humanities Electives</b>	<b>16</b>

The Lyndon Institute Humanities faculty is committed to engaging all students in rigorous and relevant inquiry, discovery, and problem-solving. They strive to prepare our students for college, careers, and life in a rapidly changing world by producing graduates who ask questions about the world and investigate patterns and connections, identify compelling problems and discover/design effective solutions, use technology skillfully and strategically, and who reason and communicate precisely in a variety of contexts.



## ENGLISH

### First Year Humanities

**Grade: 9**

**Credit: 1**

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By reading a wide array of literature and nonfiction, this course helps students understand and appreciate a range of cultural and literary perspectives. Students will sharpen their written and verbal expression through weekly writing assignments, grammar instruction, and vocabulary enrichment. Being aligned with the Social Studies curriculum, students will examine how the formation and development of civilizations highlight our universal human experience.

### First Year Humanities (Honors)

**Grade: 9**

**Credit: 1**

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As an honors level class, the sophistication of both discussion and the assessments will be high. By reading a wide array of literature and nonfiction, First Year Humanities helps students understand and appreciate a range of cultural and literary perspectives. Students will sharpen their written and verbal expression through weekly writing assignments, grammar instruction, and vocabulary enrichment. Being aligned with the Social Studies curriculum, students will examine how the formation and development of civilizations highlight our universal human experience.

### Sophomore Humanities

**Grade: 10**

**Credit: 1**

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Building on the work of First Year Humanities, this course continues to integrate social studies and English, allowing students greater opportunity to work to their interests. By studying historical events and concepts, as well as reading a wide array of literature and nonfiction, this course helps students understand, appreciate, and engage in the dynamic and sometimes troubling world around them. Through a close study of complex novels and poems, students engage with ideas of social justice, personal responsibility, and the human condition. Students will hone their critical thinking and expression skills through weekly written assessments and classroom discussions.

### Sophomore Humanities (Honors)

**Grade: 10**

**Credit: 1**

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*Prerequisite: B- or better in First Year Humanities, English (Honors) or by teacher recommendation.*

As an honors level class, the sophistication of both discussion and the assessments will be high. Springing from the work of First Year Humanities, English, this course continues to integrate social studies and English to allow students greater opportunity for deep learning while also affording them the opportunity to work to their interests. By studying historical events and concepts, as well as reading a wide array of literature and nonfiction, humanities students understand, appreciate, and engage in the dynamic and sometimes troubling world around them. Through a close study of complex novels and poems, students engage with ideas of social justice, personal responsibility, and the human condition. Students will hone their critical thinking and expression skills through weekly written assessments and classroom discussions.

### Profession-Based Writing

**Grades: 11-12**

**Credit: 1**

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*Prerequisite: Students are enrolled in a half day or full day Career and Technical Education Program.*

This semester-long course focuses on technical writing to produce documents used in everyday life; practical employment correspondence such as analytical reports, office memos, business letters, resumes, proposals, and grants. Additionally, techniques for technical communication related to brochures, manuals, oral presentations, business email etiquette, interviewing, and visual design will be explored. Students will also be expected to engage with critical and creative writing, organization, collaboration, research, ethics, proofreading, editing, and cultural considerations in writing.

### Exploring Justice

**Grades: 11-12**

**Credit: 1**

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This course provides students with the opportunity to further develop reading and writing skills through exploring the concept of justice. Students will grapple

with the complexities of the term and how justice relates to both their own experiences and the world around them. Possible topics include immigration, global conflict, climate change, and poverty. Students will have the opportunity to apply their expanding knowledge and analytical skills to real-world challenges related to justice, while also developing their critical thinking, research, and public speaking abilities. This course encourages discussion, collaborative group work, and reflection.

### **American Literature (Honors)**

**Grades: 11 - 12**

**Credit: 1**

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*Prerequisite: B- or better in Sophomore Humanities, English (Honors) or by teacher recommendation.*

In this survey course, students work both independently and collaboratively to develop their critical reading, writing, and thinking skills. Emphasis is placed on expanding students' ability to recognize authors' use of literary devices, infer meaning, and defend their thinking in both oral and written forms. Students develop their writing skills through the study of classic and contemporary models, learning to distinguish the strategies and techniques employed by writers in a variety of genres, frequent formal and informal writing, as well as direct instruction in grammar and sentence structure. Students are expected to pay particular attention to clear and precise communication, accuracy, and the relationship between purpose, audience, and tone in all writing assignments.

### **Contemporary Communication**

**Grades: 11 - 12**

**Credit: 1**

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This course uses contemporary issues to help students build on their critical reading, writing, and thinking skills. The content is driven by student interest and current events with a focus on identifying problems and proposing solutions. The course is designed to help students become more worldly, solution-oriented, and articulate by exposing them to "real world" problems, helping them to see the relevance of national and global issues in their everyday life, teaching them how to ask the right questions, and empowering them to offer solutions to complex problems. Emphasis is placed on

writing well-reasoned arguments, reading with an eye towards assessing evidence, and developing effective presentation skills.

### **Contemporary Communication (Honors)**

**Grades: 11 - 12**

**Credit: 1**

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*Prerequisite: B- or better in Sophomore Humanities, English (Honors) or by teacher recommendation.*

As an honors level class, the sophistication of both discussion and the assessments will be high. This course uses contemporary issues to help students build on their critical reading, writing, and thinking skills. The content is driven by student interest and current events with a focus on identifying problems and proposing solutions. The course is designed to help students become more worldly, solution-oriented, and articulate by exposing them to "real world" problems, helping them to see the relevance of national and global issues in their everyday life, teaching them how to ask the right questions, and empowering them to offer solutions to complex problems. Emphasis is placed on writing well-reasoned arguments, reading with an eye towards assessing evidence, and developing effective presentation skills.

### **Ethics and Employability**

**Grades: 11 - 12**

**Credit: 1**

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This semester-long course uses ethical dilemmas to help students develop key employability skills such as clear and effective communication, teamwork, analytical thinking, and personal management skills. Students will grapple with a variety of ethical issues that require them to practice and polish skills that are valued in any profession. Students will learn and apply ethical decision making strategies, oral and written communication techniques, as well as problem-solving strategies with a range of topics and for a variety of audiences. This course will be portfolio-based, requiring students to build a body of evidence that demonstrates their acquisition of the academic and employability skills that are its focus.



## Creative Writing

Grades 11 - 12

Credit: 1

*Prerequisite: Successful completion of Sophomore Humanities, English*

This course is designed for students who have an interest in honing their creative writing skills. The focus of this class revolves around improving students' imaginations, critical thinking skills, grammar, and writing clarity. Writing fluency will be improved through the daily practice of responding to writing prompts in class, and by completing longer projects that include short stories, poetry, journals, and lyrics. Students will also be exposed to grammar and mechanics techniques that are aimed at making student writing clearer. In addition, students will learn to receive and give feedback on writing through the use of feedback sheets, small group work, and class discussion. Their course work will culminate in a writing portfolio.

## ADVANCED PLACEMENT OFFERINGS

### AP English Language and Composition

Grades: 11 - 12

Credit: 1

*Prerequisite: B- or better in American Literature (Honors) or Sophomore Humanities, English (Honors) and teacher recommendation.*

AP English Language and Composition focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. This course is offered during even years.

### AP English Literature and Composition

Grades: 11 - 12

Credit: 1

*Prerequisite: B- or better in American Literature (Honors) or Sophomore Humanities, English (Honors) and teacher recommendation*

AP English Literature and Composition focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. This course is offered during odd years.

## DUAL ENROLLMENT OFFERINGS

### ENG 1061 - English Composition

Vermont State University - Lyndon

Grades: 11 - 12

Credit: 1

*Prerequisite: B- or better in American Literature (Honors) or Sophomore Humanities (Honors) English and teacher recommendation.*

This semester-long course introduces students to the study of language fundamentals and provides practice in reading strategies and in organizing and writing short essays necessary for college success. While providing instruction in syntax, grammar, diction, punctuation, and the conventions of standard academic English, this course emphasizes instruction in writing and reading processes, including invention and revision strategies, developing or locating a thesis, and organizing the material into a coherent whole. The course also includes an introduction to information literacy, particularly collecting or researching information, but does not necessarily include a formal academic research paper.

### ENG 1070 - Effective Speaking

Vermont State University - Lyndon

Grades: 11 - 12

Credit: 1

*Prerequisites: Successful completion of ENG 1061 - English Composition*

This semester-long writing course provides an opportunity for study and practice in the principles of

rhetoric, evidence, analysis, exposition, and argument as a foundation for academic inquiry. Students will be expected to analyze source material from across the disciplines; to evaluate, summarize, and document the thoughts of others; and to synthesize researched evidence to create clear explanations and to develop one's own academic argument. The course includes a review of the research process and grammar and mechanics as needed, and at least one formal research paper will be required.

## **INT 1020 - Entering an Academic Community**

Vermont State University - Lyndon

**Grades: 11 - 12**

**Credit: 1**

This semester-long course introduces the student to the college intellectual and social environment. Instructors use a variety of approaches to strengthen higher level thinking, enhance academic skills, and provide information that leads to success in college.

## **SOCIAL STUDIES**

### **First Year Humanities**

**Grade: 9**

**Credit: 1**

Through a close study of the formation and development of civilizations and their cultural and political influences on our current world, humanities students will develop their tools of critical thinking. Students will develop reading comprehension skills and the complex reactions to ideas that are critical to their means of expression in both writing and speaking to be prepared for the significant challenges of the upper grades.

### **First Year Humanities (Honors)**

**Grade: 9**

**Credit: 1**

As an honors level class, the sophistication of both discussion and the assessments will be high. Through a close study of the formation and development of civilizations and their cultural and political influences on our current world, humanities students will develop their tools of critical thinking. Students will develop reading comprehension skills and the complex reactions to ideas that are critical to their means of expression in both writing and speaking to be prepared for the significant challenges of the upper grades.

### **Sophomore Humanities**

**Grade: 10**

**Credit: 1**

Springing from the work of First Year Humanities, Sophomore Social Studies continues to align skills and content with English to allow students greater opportunity for deep learning while also affording them the opportunity to work to their interests. Students will study a wide array of political structures—their origins and impacts—that have characterized world history for hundreds of years. Focusing on close-reading and nuanced understandings, students will craft complex assertions about patterns of human development and individual identity.

### **Sophomore Humanities (Honors)**

**Grade: 10**

**Credit: 1**

*Prerequisite: B- or better in First Year Humanities, Social Studies (Honors) or by teacher recommendation.*

As an honors level class, the sophistication of both discussion and the assessments will be high. Springing from the work of First Year Humanities, Sophomore Social Studies continues to align skills and content with English to allow students greater opportunity for deep learning while also affording them the opportunity to work to their interests. Students will study a wide array of political structures their origins and impacts—that have characterized world history for hundreds of years. Focusing on close-reading and nuanced understandings, students will craft complex assertions about patterns of human development and individual identity.

### **United States History**

**Grades: 11 - 12**

**Credit: 1**

United States History consists of an in-depth study of the following themes in American history: the American Revolution, government, expansion, manifest destiny, the American Indian, the Civil War, industrialization, immigration, minority groups, World War I, the Depression, World War II, the Cold War, contemporary studies, the American people, and changing lifestyles. Current events are also covered on a regular basis. Research and/or critical analysis assignments are required.



## United States History (Honors)

**Grades:** 11 - 12

**Credit:** 1

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*Prerequisite: B- or better in Sophomore Humanities, Social Studies (Honors) or by teacher recommendation.*

United States History (Honors) is an upper-level course designed for those planning to attend competitive colleges. The survey course covers our nation's history between colonization and the present, with particular attention afforded to current events and topics of interest. Extensive research and critical analysis papers are required each semester.

## Civics and Constitutional Law

**Grades:** 11 - 12

**Credit:** 1

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This social studies elective is for students with an interest in studying the practical application of the law. Students are expected to gain an understanding for how law is applied to both juveniles and adults in criminal and civil court. They are also expected to understand the rights provided to Americans by the Constitution and Bill of Rights. Students demonstrate their knowledge and understanding of law through writings such as legal briefs and classroom discussion.

## Genocide and Human Rights (Honors)

**Grades:** 11 - 12

**Credit:** 1

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*Prerequisite: Teacher recommendation*

This social studies elective is divided into two parts. The first half of the semester focuses on human rights and the Holocaust. Students use documents such as the Universal Declaration of Human Rights to determine what human rights all people worldwide should have and then compare that notion to human rights abuses today. The human rights conversation transitions into how human rights were taken away from people in Europe during the Holocaust. Students also trace the history of anti-Semitism from its origins through the Holocaust while looking at the impact the Holocaust has had on people today. The second half of the year will finish the study of the Holocaust and explore the nature of genocide with a focus on 20th century events.

Students will examine the historical roots of genocide, study various genocides, and relate those events to the principles of human rights. Potential topics of study include: Armenia, the Holocaust, Rwanda, Darfur, and other related current events or issues. In each unit, students will gain an understanding of the genocide-specific stereotypes, prejudices, and how individuals' actions both negatively and positively impacted society. Students will also apply their learning of past genocides to ongoing and future world problems and learn to be responsible citizens who each have the power to change the course of history.

## Military History of the 20th Century

**Grades:** 11 - 12

**Credit:** 1

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Conflict has played a major role in the rapid social, political, and technological changes experienced in the world in the previous 100 years. This course introduces the student to the historical role of the military in tactics, technology, leadership, and relevance to contemporary historical events. Each thematic unit (approximately two weeks in duration) introduces the student to a concept of warfare that has ramifications in modern political policy. Artifact inquirer-based instruction will play a large role in the course, with students examining and observing relevant historical items (both originals and replicas), such as the English longbow, armor, medals, flintlock, and rationing books. This course is offered during even years.

## Sociology

**Grades:** 10 - 12

**Credit:** 1

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This course introduces the study of human relationships to students who will not only learn the basic principles, concepts, and theories that constitute the core study of sociology, but will also gain the knowledge to better understand society. Topics of discussion and analysis include culture, roles, norms, deviance, socialization, social institutions, social structure, and social problems. Students will participate in a variety of individual and group projects that examine how groups operate and the conflicts that affect society.

## Vermont History

Grades: 11 - 12

Credit: 1

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A thematic approach is used to investigate various topics of interest in Vermont History. Unlike chronological history courses, this course will examine the past, present and future of topics such as physical geography, the Abenaki, settlement, growth and development, transportation, medicine and health care, economic trends, land use, legal system, and environmental issues. Research projects (including a family history), position papers, magazine article reviews, map projects, and oral history projects are required. This course is offered during odd years.

## Culture and Geography

Grades: 10 - 12

Credit: 1

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This course focuses on how geography has shaped our world and cultures through time. Students learn to read geography and study how it has impacted our development to gain greater understanding of behavior and events. Students use primary sources, maps, food, art, and other materials to learn about history, then must take evidence from what they've learned and craft arguments about the role of geography through writing papers, presentations, and using other communication skills. The course offers a chance for students to look at themes in history across various time periods and compare them. General themes include Rivers, Mountains, Deserts, Oceans, natural resources, and many other topics, but will also allow students some choice in the people they study for each unit.

## News that Matters

Grades: 10 - 12

Credit: 1

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War, AI, Globalism and more - News that Matters will offer students the opportunity to explore current events that are shaping our world through in depth research of both ongoing issues and breaking news. The course will focus heavily on analytical, reasoning, and communication skills as students develop their understanding of current events and the impact these events have locally and globally. Students will be expected to follow the news consistently and be ready to talk about topics as they unfold.

## ADVANCED PLACEMENT OFFERINGS

### AP United States History

Grades: 11 - 12

Credit: 1

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*Prerequisite: B- or better in Sophomore Humanities, Social Studies (Honors) and teacher recommendation*

In this course, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

### AP European History

Grades: 11 - 12

Credit: 1

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*Prerequisite: B- or better in Sophomore Humanities, Social Studies (Honors) and teacher recommendation*

In this course, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations.



## DUAL ENROLLMENT OFFERINGS

### PSY 1010 - Introduction to Psychology

Vermont State University

Grades: 11 - 12

Credit: 1

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*Prerequisite: B- or better in Sophomore Humanities, Social Studies (Honors) or higher and teacher recommendation.*

This semester-long course introduces students to the major concepts, issues, research and scientific methods upon which our knowledge of human thought and behavior is built. Geared for both majors and non-majors, this course provides the basis for further study of psychology as well as a sense of how psychological issues are involved in a variety of academic fields and students' personal lives. Course content is selected from topics including research methods, neurophysiology, states of consciousness, learning, memory, theories of personality, motivation, social psychology, and abnormal behavior.

## HUMANITIES ELECTIVES

### Journalism

Grades: 10 - 12

Credit: 1

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This course will examine all aspects of print journalism and professional writing as well as teach appropriate and relevant skills. Including (but not limited to) gathering, analyzing, confirming, and presenting information about current events at Lyndon Institute and the surrounding community. The students enrolled in the course will also be responsible for the publication of the Lyndon Institute student newspaper. The culmination of their work throughout the term will be published and circulated in bi-weekly issues.

### Intro to Political Science

Grades: 10 - 12

Credit: 1

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*Prerequisite: B- or better in Sophomore Humanities, Social Studies (Honors) or higher and teacher recommendation.*

This course surveys the basic principles and institutions of governments and examines them in the context of modern governments, both democratic and non-democratic.

### Political Science 1

Grades: 11 - 12

Credit: 1

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*Prerequisite: B- or better in Sophomore Humanities, Social Studies (Honors) or higher and teacher recommendation.*

This course observes the origin, structure and operation of the American political system in the context of federalism, constitutional law, and the obligations and rights of the citizen.

### Pursuing Purpose: An Integrated Scholars Program

Grades: 11 and 12

Credit: 1 Elective

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*Prerequisite: Statement of interest and/or faculty or CCC recommendation*

Emphasizing a holistic approach to education, this course is dedicated to nurturing independent curiosity and fostering academic mindsets that go beyond standard classroom learning and traditional grading systems. This course highlights opportunities and experiences that support and enrich students' academic goals, giving them the opportunity to reflect, synthesize, and plan for the role they want to play in the world. LI's transferable skills, as well as research process and effective leadership techniques will be emphasized. Engagement in service learning and attendance at occasional evening and/or weekend events is required.

# STEM

Science • Technology • Math



<b>Science</b>	<b>18</b>
ADVANCED PLACEMENT OFFERINGS	20
DUAL ENROLLMENT OFFERINGS	21

<b>Mathematics</b>	<b>22</b>
ADVANCED PLACEMENT OFFERINGS	24
DUAL ENROLLMENT OFFERINGS	24

The science, technology, and mathematics (STEM) faculty is committed to engaging all students in rigorous and relevant inquiry, discovery, and problem-solving. We strive to prepare our students for college, careers, and life in an increasingly technological and quantitative world by producing graduates who ask questions about the world and investigate patterns and connections, who identify compelling problems and discover/design effective solutions, who use technology skillfully and strategically, and who reason and communicate precisely in a variety of contexts.



# SCIENCE

## Explorations in Science

**Grade: 9**

**Credit: 1**

This integrated science course incorporates various concepts from life science, physical science, earth and space science, and engineering into a project-based curriculum. Inquiry, experimental design, and the scientific method are emphasized as students learn foundational scientific practices and principles.

## Explorations in Science (Honors)

**Grade: 9**

**Credit: 1**

*Prerequisite: teacher recommendation and concurrent enrollment in Algebra 1 or higher.*

This integrated science course incorporates various concepts from life science, physical science, earth and space science, and engineering into a project-based curriculum. Inquiry, experimental design, and the scientific method are emphasized as students learn foundational scientific practices and principles. As an honors course, this class is conducted at an accelerated pace to allow for additional topics and in-depth projects.

## Applied Science

**Grades 10-12**

**Credit: .5 to 1 credit**

*Prerequisite: Successful completion of Explorations or higher*

This course is meant for students who prefer to focus on the practical aspects of science with a good dose of hands-on learning. Course topics will be partly chosen based on the interests of the students, but will be taken from physics, chemistry, biology, and environmental science. The course will cover the chemistry of cooking and nutrition, the physics of environmental resources, and the biology of fitness, medicine and sports. As a culminating activity, each student will design a research project on a topic of their choosing.

## Biology

**Grades: 10 - 12**

**Credit: 1**

*Prerequisite: Successful completion of Explorations*

This course is designed to expose students to a wide variety of life sciences. Areas of study include: cellular biology, genetics, evolution, and ecology. For topics studied in Science Overview, material will go beyond the depth and breadth explored in that class. Laboratory and field investigations are major components of the course.

## Biology (Honors)

**Grades: 10 - 12**

**Credit: 1**

*Prerequisite: Successful completion of Explorations (Honors) or teacher recommendation.*

This course introduces the life sciences and explores the process of science beyond the level of Science Overview. Topics include ecology, evolution, cellular biology and genetics. Laboratory and field investigations are major components of the course. As an Honors level course, students are expected to complete work outside of class and the depth of study is deeper and faster-paced than the General level course.

## Botany and Horticulture

**Grades: 10 - 12**

**Credit: 1**

*Prerequisite: Successful completion of Explorations or higher*

This course is intended for those students who are interested in furthering their biology and chemistry studies in relation to botany and horticulture. Students will learn the principles and practices in the development, production and use of horticultural crops (fruits, vegetables, greenhouse, turf, nursery, floral and landscape). It will include the classification, structure, growth and development, and environmental influences on horticultural plants, horticultural technology, and an introduction to the horticultural industries. There will be many project based and collaborative learning opportunities in this course.

## Chemistry and Physics for Advanced Placement (AP)

**Grade: 10**

**Credit 1**

*Prerequisite: Successful completion of Explorations (Honors) and Algebra I and concurrent enrollment in geometry or higher.*

This course is intended for students interested in pursuing Advanced Placement (AP) in chemistry and/or physics. This course provides a rigorous introduction to chemistry and physics, including laboratory experience and overarching concepts. The curriculum will reflect the content on the AP tests. Students should expect to take the AP chemistry and/or AP physics 1 classes as juniors or seniors, in preparation for taking the AP test at the end of those classes. This class will have a fast pace but will also be a great start in the physical sciences.

## Chemistry

**Grades: 10 - 12**

**Credit: 1**

*Prerequisite: successful completion of Explorations or higher and concurrent enrollment in Algebra I or higher.*

This laboratory course includes the following topics: atomic theory, bonding, solutions, chemical reactions, behavior of gasses, interaction of energy and matter, and the history/background of chemistry. Upon successful completion of this course, students will have the basic foundations and proficiencies of biology and chemistry

## Chemistry (Honors)

**Grades: 10 - 12**

**Credit: 1**

*Prerequisite: B- or better in Explorations (Honors) or teacher recommendation; B- or better in Algebra 1 or higher.*

Students in this course should be prepared to complete in-depth assignments and labs. Areas of study will include, but are not limited to, atomic theory, the periodic table, quantum theory, chemical bonding and chemical reactions, and gas laws. We may also cover introductions

to organic chemistry or nuclear chemistry. These activities will take students deeper into the content matter and better prepare them for advanced scientific study.

## Environmental Science

**Grades: 10 - 12**

**Credit: 1**

*Prerequisite: B- or better in Explorations or teacher recommendation.*

Students will explore the relationship between humans and their environment. In addition to the scientific concepts, they will look at the philosophies, ethics, economics, politics, and policies related to various environmental topics. This interdisciplinary approach will encourage students to look at the totality of current environmental problems and to examine various possible solutions for resolving and/or preventing them. A major focus of the course will be exploring the causes, consequences, and solutions of climate change.

## Geology and Geologic History

**Grades: 10 - 12**

**Credit: 1**

*Prerequisites: Explorations, Biology or Chemistry (or equivalent)*

This course is an in-depth study of how the earth is constructed and the processes that have formed the earth and continue to change the Earth's surface. Topics will include: the understanding of the formation and identification of rocks and minerals; the types of volcanoes and how and why they erupt; the weathering of rocks and their effects on Earth's surface and human populations; rivers and groundwater and the ecological impacts of humans on water sources; glaciers, earthquakes and their relationships to plate tectonics and the effects on humans; how mountains form; and fossils and their relationships to Earth's past. A special focus will be the history of the Northeast Kingdom through geologic time, and the relationship between our own history and that of other parts of the world.



## Human Anatomy and Physiology (Honors)

Grades: 11 - 12

Credit: 1

*Prerequisite: Successful completion of Biology, Environmental Science or higher.*

Human Anatomy and Physiology is designed to provide students with an in-depth understanding of the human body and how it functions. Specimen dissections will be conducted for hands-on observations. Strong reading and presentation skills are needed. This course is targeted toward students who wish to pursue an interest in healthcare fields.

## Physics

Grades: 10 - 12

Credit: 1

*Prerequisite: Teacher recommendation and concurrent enrollment in Algebra 2 or higher.*

Physics is a science course, emphasizing conceptual understanding of physics through the use of equations. Major course goals include conceptual understanding of the laws of nature, and basic physics concepts including motion, forces, matter, modern physics and cosmology, waves, sound, and light. Other topics, such as electricity and magnetism, are included as time allows. This course includes significant projects and regular hands-on labs and activities.



## Physics (Honors)

Grades: 10 - 12

Credit: 1

*Prerequisite: B- or better in Explorations Honors or teacher recommendation; Concurrent enrollment in Algebra 2 or higher.*

This course is for the student who wants to experience an in-depth exploration of the principles of mechanics, energy, power, waves, and simple circuits. The course follows similar concepts found in AP Physics 1, which encompasses core scientific principles, theories, and processes to develop a broad way of thinking and analyzing the physical world around them. Students should anticipate a higher workload and pace than that of Physics, which, in turn, allows them to dissect the amazing details underlying these concepts.

## Science Seminar

Grades: 10 - 12

Credit: ½

*Prerequisite: B- or better in at least one English course.*

For students eager to explore the latest developments in the scientific world, this semester-based class will provide an excellent opportunity to discover emerging ideas and technologies. Class time will largely revolve around discussion and analysis of current journal and news articles. The semester will finish with interest-based projects and a presentation of findings in a public setting.

## ADVANCED PLACEMENT OFFERINGS

### AP Chemistry

Grades: 11 - 12

Credit: 1

*Prerequisite: B- or better in Honors Chemistry and Concurrent enrollment in Algebra 2 or higher and teacher recommendation.*

AP Chemistry provides students with a college-level foundation to support future advanced coursework in



chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This course is offered in alternating years with AP Physics I.

## AP Physics 1

**Grades: 10 - 12**

**Credit: 1**

*Prerequisite: B- or better in Honors Physics, concurrent enrollment in Algebra 2 or higher and teacher recommendation.*

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound. This course is offered in alternating years with AP Chemistry.

## AP Physics 2

**Grades: 11 - 12**

**Credit: 1**

*Prerequisite: Successful completion of AP Physics 1 and teacher recommendation.*

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based

investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. This course is offered during even years.

## DUAL ENROLLMENT OFFERINGS

### BIO 1121 - Biology - I

**Vermont State University - Lyndon (4 credits)**

**Grades: 11 - 12**

**Credit: 1**

*Prerequisite: Successful completion Honors Biology or Honors Chemistry and teacher recommendation.*

*Note: There is a potential lab fee.*

This semester-long course introduces students to biology through the unifying theme of the “process of science” – what we know, how we know it, and what we don’t know yet. Topics may include the chemistry of life, cell structure and function, cell reproduction, classical and molecular basis of inheritance, and DNA technology. This course requires strong written communication skills.

### BIO 1122 - Biology - II

**Vermont State University - Lyndon (4 credits)**

**Grades: 11 - 12**

**Credit: 1**

*Prerequisite: Successful completion Honors Biology or Honors Chemistry and teacher recommendation.*

*Note: There is a potential lab fee.*

This semester-long course introduces biology through the “process of science” with hands-on field and laboratory experiments. Concepts include the evolutionary history of biological diversity, ecology, and conservation biology. This course requires strong written communication skills.



## ENV 1080 - Introduction to Environmental Science

Vermont State University - Lyndon

Grades: 11 - 12

Credit: 1

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*Prerequisite: Successful completion of a life science course (such as Biology) or a physical science course (such as Physics or Chemistry)*

*Note: There is a potential lab fee.*

This semester-long course studies the environment and solutions to environmental problems. As an interdisciplinary academic field, it lies at the intersection of physical and biological sciences. This course introduces students to fundamental concepts in physical and ecological processes that shape our environment and the role that human civilizations have in shaping the environment. Emphasis is placed on examining solutions to current environmental problems including aspects of soil, water and air pollution, ecosystem services, sustainable development, and global energy demand. Central to this course are regular excursions and labs, as well as semester-long student projects.

## MATHEMATICS

### Pre-Algebra

Grades: 9 - 10

Credit: 1

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Pre-Algebra is a mathematics course connecting middle school and high school mathematics that prepares students to take Algebra 1 by reinforcing and extending arithmetic understanding and fluency. An emphasis is put on strengthening number sense, logical thinking, and problem-solving. Major units and topics in this course include order of operations, numerical representation and operations in decimals, fractions, and mixed forms, algebraic expressions and equations, ratios and proportions, functions, and data tables and graphs.

### Algebra 1

Grades: 9 - 12

Credit: 1

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*Prerequisite: C- or better in Pre-Algebra or teacher recommendation.*

Algebra 1 is a first course in algebraic reasoning and problem-solving. The course is designed to formalize and extend students' understanding of arithmetic and symbolic problem-solving from earlier courses. Major units and topics in this course include solving equations, relations and functions, linear functions, systems of linear equations and inequalities, properties of exponents, polynomial operations, and modeling data.

### Algebra 1 (Honors)

Grades: 9 - 12

Credit: 1

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*Prerequisite: Teacher recommendation*

Algebra 1 (Honors) is a first course in algebraic reasoning and problem-solving. The course is designed to formalize and extend students' understanding of arithmetic and symbolic problem-solving from earlier courses. Major units and topics in this course include relations and functions, lines and systems of linear equations and inequalities, properties of exponents and exponential functions, quadratic functions, and modeling data. Algebra 1 (Honors) covers similar content to Algebra 1, but at an accelerated pace to make time for additional topics and extensions.

### Introduction to Geometry

Grades: 10 - 12

Credit: 1

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*Prerequisite: Successful completion of Pre-Algebra or Topics in Mathematics or teacher recommendation.*

Introduction to Geometry provides students with the knowledge of concepts, definitions, properties, and applications of the following topics: The language of geometry (points, lines, planes, and angles), parallel and perpendicular lines, lines in the coordinate plane, triangles and quadrilaterals, congruent triangles and transformations, proportion and similarity, the Pythagorean Theorem, polygons, area, surface area, and volume.

## Geometry

**Grades: 9 - 12**

**Credit: 1**

*Prerequisite: C- or better in Algebra 1 or teacher recommendation.*

Geometry is a course in spatial/geometric reasoning and problem-solving. Building on the themes and structure developed in Algebra 1, the course develops critical thinking and deductive reasoning while building an understanding of geometric properties and relationships. Throughout the course, proof, logic, and justification are emphasized, and geometric relationships are represented graphically, numerically, and algebraically. Major units and topics include points, lines, and planes in two and three dimensions, similarity and congruence, transformations, polygons and circles, geometric probability, and measurement of geometric figures using length, area, and volume.

## Geometry (Honors)

**Grades: 9 - 11**

**Credit: 1**

*Prerequisite: B- or better in Algebra 1 (Honors) or teacher recommendation.*

Geometry (Honors) is a course in spatial/geometric reasoning and problem-solving. Building on the themes and structure developed in Algebra 1 (Honors), the course develops critical thinking and deductive reasoning while building understanding of geometric properties and relationships. Throughout the course proof, logic, and justification are emphasized, and geometric relationships are represented graphically, numerically, and algebraically. Major units and topics include points, lines, and planes in two and three dimensions, similarity and congruence, transformations, polygons and circles, geometric probability, and measurement of geometric figures using length, area, and volume. This course is taught at an accelerated pace to allow the study of additional advanced topics in trigonometry and third and higher-dimensional geometry.

## Algebra 2

**Grades: 10 - 12**

**Credit: 1**

*Prerequisite: C- or better in Algebra 1 and Geometry*

Algebra 2 is a course connecting and extending major themes from Algebra 1 and Geometry. Major units and topics include a review of Algebra I fundamentals, the analysis of systems of linear equations, and quadratic & exponential functions.

## Algebra 2 (Honors)

**Grades: 10 - 12**

**Credit: 1**

*Prerequisite: B- or better in Algebra 1 (Honors) and Geometry (Honors) or teacher recommendation.*

Algebra 2 (Honors) is a course connecting and extending major themes from Algebra 1 Honors and Geometry Honors. Major units and topics include the analysis of polynomial, radical, exponential, logarithmic, and rational functions, multi-function regression analysis, and right-triangle trigonometry. This course moves at an accelerated pace to allow the study of additional topics and extensions including: complex numbers, horizontal & vertical asymptotes, and an introduction to limits.

## Precalculus

**Grades: 11 - 12**

**Credit: 1**

*Prerequisite: Successful completion of Algebra 2*

Precalculus connects the algebraic and geometric topics studied in previous courses to calculus and other college-level mathematics. Major units include function analysis, polynomial and rational functions, logarithmic and exponential functions, and advanced trigonometry.

## Precalculus (Honors)

**Grades: 11 - 12**

**Credit: 1**

*Prerequisite: B- or better in Algebra 2 (Honors) or teacher recommendation.*

This semester-long course connects the algebraic and geometric topics studied in previous courses to calculus

and other college-level mathematics. Precalculus (Honors) is taught using a college curriculum and pace. Major units include function analysis, polynomial and rational functions, logarithmic and exponential functions, advanced trigonometry, probability, sequences and series, and analytic geometry.

## Statistics

**Grades: 10 - 12**

**Credit: 1**

*Prerequisite: C- or better in Algebra 1 or teacher recommendation*

Statistics is a course in data communication and organization. Throughout the course, data will be gathered, analyzed, and interpreted, paying particularly close attention to the accuracy of conclusions. Technology will be used extensively as the class emphasizes how the data around us helps us to better understand our world. Major units and topics include displaying categorical and quantitative data, exploring the relationship between variables, designing samples and experiments, exploring probability, and testing a claim.

## Personal Finance

**Grades: 11 - 12**

**Credit: 1**

*Prerequisite: C- or better in Algebra 1*

Personal Finance is a course designed to prepare students for financial success beyond high school. Understanding the many financial pitfalls that can occur will be critical to our students' fiscal well-being. Students will learn reliable strategies to monitor and manage money to avoid debt and save for future goals. Students will identify investment and cost-effective risk management strategies that will help them reach their personal financial goals. Topics covered include: checking, saving, credit, budgeting, investing, behavioral economics, career exploration, taxes, insurance, and consumer skills.

## ADVANCED PLACEMENT OFFERINGS

### AP Calculus AB

**Grades: 11 - 12**

**Credit: 1**

*Prerequisite: B- or better in Precalculus (Honors) and teacher recommendation*

AP Calculus AB is a college-level mathematics course that extends students' understanding of functions, algebra, and trigonometry. The course centers around three interrelated concepts: limits, derivatives, and integrals. Each provides students with unique insights into functions and the study of change. The TI-84 calculator is used extensively to enhance conceptual understanding.

### AP Calculus BC

**Grades: 11 - 12**

**Credit: 1**

*Prerequisite: B- or better in AP Calculus AB or teacher recommendation*

AP Calculus BC is a course extending the major themes of AP Calculus AB. Its major topics include advanced techniques and applications of integration, analysis of parametric and polar curves, solving differential equations, sequences and series, and polynomial modeling of transcendental functions.

## DUAL ENROLLMENT OPTIONS

### MAT-1230 - College Algebra (formerly MAT-1020)

Vermont State University - Lyndon

**Grades: 11 - 12**

**Credit: 1**

*Prerequisite: Successful completion of Algebra 1 with a B or better and teacher recommendation*

This semester-long course offers a review of the fundamental concepts of algebra and functions. Topics include linear equations, systems of equations, inequalities, exponents, functions and graphs, polynomial operations and factoring, and radical operations.



# World Languages



The World Languages faculty prepare students for global readiness. We believe that language is at the heart of the human experience and we want our students to have all of the tools they need to fully engage in that experience. With a focus on the five competencies identified in the national standards for language learning, the program readies our students for participation in a global society. Students focus on communication and the ability to express themselves and share ideas authentically in a second language. They focus on culture and the ability to understand and appreciate the richness of cultures other than their own. They also focus on connections and the ability to tie language learning to other subject areas and create a more diverse perspective for understanding the world around them.

Finally, the program encourages students to make comparisons of languages and cultures to help them better understand their own place in the world. Students will develop a love of language and culture that keeps them engaged throughout their lives in the diversity the world has to offer.

**French 1****Grades: 9 - 12****Credit: 1**

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This course introduces the student to the French language and French speaking people. Strategies for learning a foreign language are introduced. Storytelling will provide the basic material. Using authentic materials, the student will develop the ability to listen and look for key words to understand basic meaning. The student will also be able to talk about themselves and the daily situations they encounter. Grammar is introduced primarily through discovery activities and storytelling. All French courses are discussion-based classes and verbal participation is mandatory.

**French 2****Grades: 9 - 12****Credit: 1**

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*Prerequisite: Successful completion of French 1 or teacher recommendation*

Students are expected to use primarily French in class. Storytelling, reading, speaking, and writing. Grammar exploration is more detailed. Students develop skills necessary to give and defend opinions and to elaborate on their answers. Communicative activities help the student develop clarity and organization in speaking and writing. The purchase of a French-English dictionary is strongly recommended. All French courses are discussion-based classes and verbal participation is mandatory.

**French 3 (Honors)****Grades: 10 - 12****Credit: 1**

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*Prerequisite: B- or better in French 2 or teacher recommendation.*

Students are expected to use primarily French in class. Storytelling and reading continue to provide the basic material. Enriching vocabulary to expose the student to greater authentic language in a variety of context and sources from the French speaking world and grammar

exploration is more detailed. Students develop the skills necessary to give and defend opinions and elaborate on their answers. Communicative activities help the student develop clarity and organization in speaking and writing. The purchase of a French-English dictionary is strongly recommended. All French courses are discussion-based classes and verbal participation is mandatory.

**French 4 (Honors)****Grades: 11 - 12****Credit: 1**

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*Prerequisite: B- or better in French 3 (Honors) or teacher recommendation.*

Students are expected to use primarily French in class. Storytelling and reading continue to provide the basic material. Enriching vocabulary to expose the student to greater authentic language in a variety of context and sources from the French speaking world and grammar exploration is more detailed. Students develop the skills necessary to give and defend opinions and elaborate on their answers. Communicative activities help the student develop clarity and organization in speaking and writing. The purchase of a French-English dictionary is strongly recommended. More projects are presented in the French language. All French courses are discussion-based classes and verbal participation is mandatory.

**Spanish 1****Grades: 9 - 12****Credit: 1**

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Students learn the basics of speaking, listening, reading, and writing in Spanish. Using the Teaching Proficiency Through Reading and Storytelling (TPRS) method, students gain fluency while also enjoying the experience. By the end of the course, students will have been introduced to a new language and will be able to communicate on a basic level by asking and answering questions to promote simple conversations. Vocabulary and grammar development, as well as listening comprehension and writing will also be major components of the class.





# Career and Technical

## Career Pathways • Health & Fitness Fine and Performing Arts



### CAREER PATHWAYS

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Lyndon Institute's Career and Technical Education faculty are dedicated to providing students with the skills necessary to pursue a career in a field of interest. We ensure that students gain the skills, technical knowledge, academic foundation, and real-world experience they need to prepare for high-skill, high-wage, high-demand careers. We strive to help students discover their interests and passions, empowering them to choose the educational pathway that can lead to success in high school, college, and their chosen career.

CTE students will have the opportunity to earn industry recognized credentials in any of the Career and Technical Education programs. These credentials are designed to demonstrate advanced knowledge and skills desirable to employers around Vermont and the nation. In addition, students enrolled in a CTE program have access to the Vermont Fast Forward program, which provides access to many dual enrollment courses available through the Community College of Vermont and Vermont Technical College. College credits may also be available through out-of-state college partners.

## CAREER PATHWAYS

*\*Career and Technical Education programs require in-person participation.*

### Introduction to Automotive Technology

**Grades: 9 - 12**

**Credit: .5**

This course introduces students to the fast changing automotive industry. It provides students with the basic theory, operation, and multiple systems of the automobile. Strong emphasis is placed on safe work habits and the essential knowledge and skills for student success to advance through the program and into the automotive workplace. Students will engage with career research that identifies the many pathways leading to the automotive field and the necessary education and credentials necessary to meet the demands of this industry. Additionally, students will have the opportunity to earn an industry-recognized safety credential by completing the curriculum and demonstrating that knowledge in the shop through hands-on activities.

### Automotive Technology 1

**Grades: 11 - 12 (grade 10 with permission)**

**Credits: 4**

*Prerequisite: Completion of Career and Technical Education Program application, interview with instructor*

This program provides students with the theory and operation of an automobile. Successful students are prepared to enter the field of automotive service or enrollment in a related certificate or technical college program upon graduation. Emphasis is placed on workplace safety and completing the SP2 safety training is a requirement prior to working in the shop area. Beyond vehicle repair and maintenance training with an automobile, students will be introduced to small engine repair and powersport vehicles. Additionally, students will engage with electric vehicle technology to meet this emerging need as our society moves away from combustion engines. Students will engage with the Electude online curriculum, lecture, video and hands-on demonstrations, and real-time maintenance experience in our auto shop. Contact with car owners/

customers, automotive parts suppliers, and car dealers should be expected. Motivated students may have access to curriculum provided by Ford, Subaru, and Polaris to be better prepared for the workplace or post-secondary learning opportunities.

### Automotive Technology 2

**Grades: 11 - 12**

**Credits: 4**

*Prerequisite: Successful completion of Automotive Technology I, and Career and Technical Education program application*

This course is a continuation of Automotive Technology I. Students will continue the study of automobile theory and systems, including a more in-depth experience with emerging EV vehicle technology and safety protocols. In addition to honing maintenance skills, students will gain instruction of on-board diagnostic systems and computer-based scanners to locate and diagnose problems for repair. There are 11 possible ASE certifications available to successful students throughout the school year and are intended to provide students with a strong resume and educational base to pursue employment or post-graduation learning opportunities as they move toward their career. There will also be opportunities for students to engage with the work of service management, including maintenance scheduling, ordering and purchase of parts, invoicing and collection of fees to expand the experience beyond the shop area and expose students to the many available jobs in this industry.

### Explore and Discover: Pre-Technical Intensive

**Grade: 9 and 10**

**Credits: 4 (Elective, English, Math)**

This course builds skills for students who learn better in a hands-on, project based manner to find success in technical and academic settings. The course emphasizes teamwork, leadership, professionalism, career exploration and critical thinking. Students will spend a significant amount of time learning how to develop academic and technical habits of mind necessary for high school, and build ownership of their own educational experiences.

Academic standards will be addressed through hands-on learning methods and direct classroom instruction, and will include rigorous English and Math content and Science and Social Studies projects developed through work in the community as well as lab and shop investigations. Essential questions, answered through truly integrated project-based learning include “How do we feed ourselves and minimize food insecurity in our community? What emerging technologies are important in our region and how can students use these technologies to build entrepreneurship and solve common problems?” and others.

## Work Based Learning

**Grades: 9 - 12**

**Credit: determined by approved learning plan**

*Prerequisite: Coordination with College and Career Counselor and Work-Based Learning Coordinator*

A structured work experience is a competency-based, educational experience which occurs out in the community. The experience is guided by a training plan, which coordinates and integrates a student’s school-based instruction with paid or unpaid work experience, and . specifies the occupational skills, employability skills, and the academic standards that the student will achieve in the work experience. Work site supervisors/mentors also help students use appropriate workplace skills to resolve real problems. Academic credit will be determined by area of study and development of learning plan. There is no guarantee that a student will find paid work through this program, and if paid, the school and the employer must abide by the Fair Labor Standards Act, child labor laws, and minimum wage laws.

## Intro to Sustainable Agriculture - Gardening and Food Production

**Grades: 9 - 12**

**Credit: .5**

This fall semester introductory course engages students in practices of sustainable agriculture and forestry. In addition to identifying and learning about safety across the program sites, students will learn about the multiple career pathways that are available through

the diversified agriculture lens. Students will explore aspects of sustainable gardening and field crop settings by utilizing the on-campus greenhouse. This includes seasonal crop production, irrigation techniques, nutrient management, plant breeding, and understanding the use of pest control products. As the crops mature, students will be introduced to the wholesale market of preparing and selling greenhouse produced plants. This course will give students an excellent foundation to enroll in the full Diversified Agriculture program and are encouraged to join the Future Farmers of America student organization.

## Intro to Sustainable Agriculture - Maple Sugaring

**Grades: 9 - 12**

**Credit: .5**

This spring semester course provides students with an in-depth experience that focuses on the maple sugaring industry and concepts of horticulture. Horticulture provides students with basic plant science knowledge including plant anatomy, seed germination, nursery and greenhouse crops, hydroponic systems and pest management. As the spring emerges, students will engage in preparation, collection, and producing of maple syrup. Utilizing our own properties, students will experience aspects of the industry from backyard producers to large production facilities. Topics include learning tree characteristics, environmental factors impacting our forests, tree tapping processes, tube and vacuum systems, and the boiling and packaging processes. This course will give students an excellent foundation to enroll in the full Diversified Agriculture program and are encouraged to join the Future Farmers of America student organization.

## Sustainable Agriculture and Food Production

**Grades: 11 - 12 (grade 10 with permission)**

**Credits: 4**

*Prerequisite: Completion of Career and Technical Education Program application, interview with instructor*

Combining a love for outdoor careers with science-based learning, Sustainable Agriculture students explore connections between ecological stewardship and resource production. Students can expect scientific topics that include soil preparation and conservation, plant



chemistry and animal sciences. Additionally, Sustainable Agriculture provides greenhouse and maple sugaring operation and management, sustainable agricultural practices, and the National Tractor Safety Certificate. Students will explore Vermont's tradition of locally owned and operated agricultural systems ranging from small homeowner producers to regional distributors of agriculture goods and services. Students will have access to Fast Forward college coursework available through Community College of Vermont.

## Land and Resource Management and Forestry

**Grades: 11 - 12**

**Credits: 4**

*Prerequisite: Completion of Career and Technical Education Program application, interview with instructor*

This program is scheduled for 8:00 AM - 12:00 PM to enhance the student experience and provide the necessary time to engage actively in the outdoor classroom spaces. Students will dive into topics such as forestry, resource management, land use, wildlife habitat, and ecological conservation. Topics in this program include orchard planting and pruning, forest/tree farm operations and management, and working with the school's property to learn land management processes and conservation plan development. There



is the opportunity to personalize this program based on individual interests and post-secondary goals that involve the diversification of agriculture in our region. Students will have the opportunity to earn the Game of Logging (Levels I - IV) credential, National Tractor Safety Certificate, and Wilderness First Aid certification. Students will be responsible for learning and managing the operations of the program through business planning, budgeting, and overseeing the financial process. Qualified students will have access to Fast Forward college coursework available through Community College of Vermont.

## Graphic Design 1

**Grades: 11 - 12 (grade 10 with permission)**

**Credits: 4**

*Prerequisite: Completion of Career and Technical Education program application, interview with program instructor, personal statement of interest in Graphic Design, and submission of three (3) personal design pieces.*

If you look around your environment, you will see designs everywhere, from a cereal box in the grocery store, to a road sign you see while driving, a web page you're reading, a social media application you are using, or a hotel room you use on vacation. To be successful as a graphic designer you need a specific set of skills and design techniques and organization and problem-solving skills. Each year as a graphic design student, you will build upon your knowledge base. The field of graphic design is continuously evolving and growing. As a designer, it is vital to adapt and adjust to today's environment. In this program students will learn foundational skills and industry standards: setting them for success in this dynamic career field. This half day program incorporates curriculum for Adobe Creative Cloud (photoshop, illustrator, InDesign) and Digital Photography, which are both available for qualified students for college credit through the Community College of Vermont. These two courses are the foundation for a path toward a Certificate program in Graphic Design. Students can expect to have more in-depth, project based experience while also building an excellent foundation to pursue Graphic Design 2.

## Adobe Creative Cloud

Grades: 9 - 12

Credit: 1 (fine art or general elective)

The courses above, which together comprise the Graphic Design 1 program, can be taken independently as space and schedule allow.

## Graphic Design 2: Careers, Marketing, Business and Portfolio

Grades: 11- 12

Credits: 4

*Prerequisite: Completion of Career and Technical Education program application, successful completion of Graphic Design 1 & 2 and/or Teacher Permission.*

Students will be strengthening their creativity through an intermediate level of understanding of Photoshop and Illustrator. Students will also be introduced to In Design page layout software. Topics include career focus areas of graphic design, including artistic, typography, surrealism, artistic, book cover, textile, illustration, fashion design, and marketing design. Understanding branding, advertising, publication, environmental, architectural, and digital design is explored. Students will build graphic design portfolios and work on marketing projects, including client-based projects through the Lyndon Institute Design Studio and internships/independent studies/ workplace placement. Students will partake in field trips, career exploration, postsecondary education investigation, National Portfolio Day, independent design competitions, and graphic design art shows. Students will receive Industry Standard Credentials of Adobe Certification in Photoshop and Adobe Certification in Illustrator.



## Emergency Medicine/First Aid & Introduction to CPR/AED

Grades 9 - 12

Credit: .5

This class introduces students to the world of emergency medicine, with the emphasis on pre-hospital care. Successful completion of this course will earn students an official First Aid certification. The class culminates in a hands-on scenario where they will apply their learned knowledge while treating simulated patients with their peers during a trauma scenario. This course is offered in the spring semester.

## Introduction to Healthcare

Grades: 9 - 12

Credit: .5

Introduction to Health Care Careers exposes students to the interesting, exciting, and promising careers available in the field of health care. This hands-on course will provide students the opportunity to learn about the history, careers, equipment, body systems, safety and professional practices of health care. This course may be available for dual credit for eligible students. This course is offered during odd years.

## Licensed Nursing Assistant (LNA) (2024-25)

Grades: 11 - 12

Credit: 4

*Prerequisite: Age requirement and Completion of the Career and Technical Education program application and interview with instructor*

The LNA class is for students passionate about working as a licensed nursing assistant and committing to earning this certification. This class focuses on the basics of human biology, and the art and skill of caregiving, and emphasizes the professionalism expected in the healthcare industry. Students are provided with the classroom instruction and hands-on training to qualify to take the Vermont Nursing Assistant licensure exam. To meet the Vermont Office of Professional Regulation requirements for LNA licensure testing, students must be in attendance daily. This is an excellent first step to pursuing a career in healthcare and provides



students with a recognized credential when applying for employment opportunities or post-secondary education pathways. Open to juniors and seniors, with consideration of sophomores on an individual basis. All students must be 16 years of age or older to qualify for state testing. Meets 8:00am to 12:00pm. This course includes Fast Forward college credit for CCV's Introduction to Healthcare and Medical Terminology courses.

## Emergency Medical Technician (EMT) (2025-26)

Grades 11 - 12

Credits: 4

*Prerequisites: Age requirement and Completion of the Career and Technical Education program application and interview with instructor*

The Emergency Medical Technicians provide out of hospital emergency medical care and transportation for critical and emergent patients who access the emergency medical services (EMS) system. EMTs have the basic knowledge and skills necessary to stabilize and safely transport patients ranging from non-emergency and routine medical transports to life threatening emergencies. Emergency Medical Technicians function as part of a comprehensive EMS response system, under medical oversight. These technicians perform

interventions with the basic equipment typically found on an ambulance and are a critical link between the scene of an emergency and the health care system. Students in this program will receive training in preparation for EMT-Basic certification. A student is required to be at least 18 years of age to test and testing must be completed within 6-months of completing the training course

## Outdoor Recreation and Environmental Conservation

Grades: 11 - 12 (grade 10 with permission)

4 Credits

*Prerequisite: Completion of the Career and Technical Education program application and interview with instructor*

This full year (8:00am to 12:00pm) program can be taken in conjunction with Project Bike Tech I. The natural environment all across Vermont is one of our greatest resources. We love to take advantage of what this place has to offer; hiking, mountain biking, skiing and riding, hunting, fishing, camping, and snowmobiling to name a few. The Outdoor Recreation and Environmental Conservation program studies these recreational activities and identifies the impacts that they have on our shared environment. Students will learn about outdoor occupations, businesses and organizations





that thrive in our state, and the related skills of preparedness, safety, emergency management, required certifications, and educational pathways to find a career in this industry. Utilizing our surrounding resources, students will learn and experience outdoor living skills, such as shelter building, map and compass use, trip planning, wilderness medicine and emergency planning, leadership skills and group management strategies. Equally important students will explore ecological systems and the importance and strategies to conserving our environment while responsibly enjoying all that our regional location offers. Qualified students will have the opportunity to earn dual enrollment credit through Vermont State University - Lyndon for Leadership and Small Group Dynamics. The instruction emphasizes organizational skills, initiative problems, and processing group conflict. These skills extend well beyond the Outdoor Recreation industry and can be applied in any setting where strong leadership, effective communication and collaboration, and a willingness to 'step to the front of the line' are needed.



## Bike and Snow Sports Tech

**Grades: 9-12**

**Credits: 1.0 Elective**

Bike and Snow Sports Tech will provide students with a thorough understanding of bicycle mechanics and ski and snowboard tuning, learned through a truly hands-on, shop-based environment. Students will operate their own bike and ski repair shop on Lyndon Institute's campus, learning advanced mechanical skills while operating a successful small business, serving the public. Bicycle mechanics and ski techs are some of the fastest growing occupations across the country and this training will provide students with the knowledge and skills to travel virtually anywhere and find employment within the outdoor recreation industry.

## Introduction to Applied Engineering and Design

**Grades: 9 - 12**

**Credit: .5**

Students will have an opportunity to build problem solving and critical thinking skills through the career fields of engineering, advanced manufacturing, and multiple high-tech careers. Using up-to-date computers and software, combined with engineering and scientific concepts, they will solve engineering design problems. Students will then be able to move into the design lab where automated computerized machines will allow them to produce their designed part and/or project. Students will become familiar with terms and the application of CNC, CAD, and CAM. This class will also connect students to various other school programs to demonstrate how the world of advanced machining is used (and needed) broadly across multiple career fields.

## Computer Assisted Design (CAD)

**Grades: 9 - 12**

**Credit: 1**

Computer Assisted Design can be used in virtually any setting from engineering school to on-the-job use or self projects. This course starts with the very basics of Autodesk Inventor and carries through to much more advanced functionality. No previous CAD knowledge is required. This course uses a "learning by doing"

approach to allow students to quickly and effectively learn Inventor by clearly demonstrating how to use its tools. Students will start off creating and applying functions to simple solid models and advancing complexity through the course.

## **Advanced Manufacturing and Engineering**

**Grades: 11 - 12 (grade 10 with permission)**

**Credit: 4**

*Prerequisites: Completion of the Career and Technical Education program application and interview with the instructor.*

Students in this newly revamped program will learn key skills to become leaders in the advanced manufacturing and engineering world. The program provides in-depth, hands on experiences in designing, creating, and testing various products and materials; mechanical, electrical, and industrial engineering systems; machining and manufacturing processes; industrial safety; work-flow and product development. In addition to work in Lyndon Institute's Foundry Innovation Lab,, students will work offsite at Cabot Creamery and other leading industry partners to gain certification and experience in LEAN manufacturing , computerized design and machine programming software (Fusion 360), and using automated systems to create solutions to identified problems. Industry credentials will include National Institute for Metal Working Skills (NIMS) CNC milling, LEAN Manufacturing and others.

## **Introduction to Woodworking**

**Grades: 9 - 12**

**Credit: .5**

Introduction to Woodworking is designed to teach students beginner woodworking skills in preparation for a career related to the industry, for their general personal interest, or use in their adult lives. Students expand their knowledge and experience through the completion of various projects and lessons with emphasis on shop safety, hands-on training, and discussions on woodworking theory and application. Students learn about and safely employ hand tools, as well as portable and stationary power tools, and

woodworking machinery. Students complete individual projects designed to provide practical experience in woodworking, basic joinery, and construction theory. Further, they learn basic wood finishing techniques. Upon successful completion of this course, students will have woodworking skills that are useful in various aspects of the construction industry. Additionally, the student will have a broader understanding of construction processes as well as more in depth problem solving skills.

## **Intro to Welding and Metal Fabrication (Welding for the Artist)**

**Grades: 9 - 12**

**Credit: .5**

Intro to Welding and Metal Fabrication is for any student who is interested in learning about careers in the high-demand manufacturing industry or would simply like to learn the safe and proper methods to operate welding equipment to pursue careers in associated fields, create metal art, or work on projects safely at home. Students in this class will learn a variety of techniques to create artistic pieces through welding and have the opportunity to compete in the SkillsUSA welding art competition. Specific topics in this course include how to break projects down into steps and create pieces in two and three-dimensions. Students are assessed on visual aesthetics, creativity, scale, resource management of metal, time management, documentation, shop safety, work ethics, and project completion.

## **Welding & Metal Fabrication 1**

**Grades: 11 - 12 (grade 10 with permission)**

**Credit: 4**

*Prerequisite: Completion of the Career and Technical Education program application and interview with the instructor.*

The first-year welding student is introduced to welding skills and processes in gas welding, brazing, soldering, oxygen cutting, and stick arc welding. Introductory instruction will also include the use of associated hand tools such as grinders, drill press, and fabrication equipment. As students work through the NCCER Welding I curriculum, they will engage with technical



aspects of the craft, including working with squares, micrometers, calipers, protractors, and compasses. Students should also expect to produce scale drawings and work with mathematical concepts to design and create projects through the year. In addition to earning the NCCER Welding I industry-recognized credential through successful testing, motivated students begin the process to be prepared to earn welding certifications in AWS GTAW Plate (TIG) and AWS SMAW plate (Stick).



## Welding & Metal Fabrication 2

**Grades: 11 - 12**

**Credit: 4**

*Prerequisite: Successful completion of Welding and Metal Fabrication I (or teacher permission), completion of the Career and Technical Education program application*

Students in the second year program engage with the NCCER Welding II curriculum to guide instruction throughout the year. Students will learn advanced welding skills and techniques in MIG (GMAW), TIG (GTAW), Stick (SMAW) welding, and further develop skills in working with sheet metal and other materials. Sheet metal work includes instruction and hands-on practice with metal brakes, squaring shears, power shears, Metal rollers, and hand tools. Further advancement in project layout and blueprint reading is expected. Year II is also a time for more intensive practice in skills development for the possibility of earning credentials and exploration of techniques for specific workplace applications. Students in this program can also expect to have real-world experience with projects that require customer relations, job bidding, invoicing, and collecting fees. Welding and Metal Fabrication is currently considered a high-skill, high-demand, and high-pay career field. Students that take this program seriously will have many opportunities for post-graduation employment or continuing education in many fields.

## Together We Grow (Early Childhood Education and Beyond)

**Grades: 11 - 12 (grade 10 with permission)**

**4 Credits**

*Prerequisite: Completion of the Career and Technical Education program application and interview with instructor*

Early childhood education is a rapidly growing career field in our area, which combines a high level of skill, responsibility, and above all, enjoyment. If you enjoy teaching, working with and learning from younger children, this new program will prepare you for an engaging career field with plenty of growth opportunities. Offered through strong collaboration with Northeast



Kingdom Community Action (NEKCA), this program provides students with exposure to a variety of early childhood focused careers, and everything they need to become licensed as a Teaching Assistant immediately upon graduation.

Through research and study, students will develop the knowledge and skills to effectively work with children and families. Students will also learn to organize lesson plans, activities and appropriate environments to promote positive physical, emotional, intellectual and social growth in children. Students will earn college credit through Community College of Vermont in Introduction to Early Childhood Education, Infant and Toddler Development, Child Development, and Communication on Early Childhood Education. Students will also participate in Educators Rising, a nationally recognized curriculum and movement designed to guide them on the first steps on the path to becoming accomplished professionals, PreK through Grade 12.





# Fine and Performing Arts



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Lyndon Institute offers a wide range of Fine and Performing Arts courses. These include full course loads in each discipline: fine and graphic arts, theater, instrumental and vocal music, and dance. Students can choose from a range of classes in each of the disciplines ranging from introduction to art, photography, AP level art and music classes, and painting; acting, dance techniques and elements, jazz dance, ballet techniques, improvisation and composition, and audition based dance company; plus concert and jazz band to chorus and select chorus.

# FINE ARTS

## FOUNDATIONS

### Introduction to Studio

**Grades: 9 - 12**

**Credit: 1**

*Prerequisites: None*

Introduction to Studio is an exploratory course emphasizing experimentation, basic technical and aesthetic skills, and best practices for studio etiquette & critique. This course is an introduction to the expressive and aesthetic aspects of art and lays the foundation for future success in LI's collaborative studio environment. Students will explore a variety of 2D & 3D media including graphite drawing, water-based painting, found-object and plaster mixed-media sculpture, simple textiles, and basic printmaking techniques. Students will learn about composition, observation, expressive mark-making, color theory, material psychology, texture, studio safety, and collegial critique participation. For students with aspirations of advanced art study, this broad survey of media and techniques empowers them with hands-on knowledge of their preferred media, ensuring an effective, optimal, personalized long-term course of Visual Arts study. For students who do not proceed with further Visual Arts study, this course lays a foundation for lifelong first-person appreciation for the material, cultural, and technical relevance of visual arts.

### 2D Design

**Grades: 9 - 12**

**Credit: 1**

*Prerequisites: None*

2D Design is an in-depth study of the elements of art and principles of design through the use of analog wet and dry media such as graphite, charcoal, pen, and gouache. Students will develop mastery of the elements of art (line; shape; form; value; space; texture; & color) as well as the principles of design that govern those elements (pattern; contrast; emphasis/dominance; balance;

proportion/size/scale; harmony/unity; and rhythm/movement). By embracing personalized, experiential approaches including play, organic textures, and regional aesthetics, students will exit this course with a deeper sense of creative engagement, aesthetic confidence, and personal style. This course also provides critical preparation for future courses where mastery of both line and color is essential for student success - namely painting and printmaking classes of all levels, as well as digital design studies.

### Drawing I

**Grades: 9 - 12**

**Credit: 1**

*Prerequisites: none*

Highly Suggested Pre-Coursework: Introduction to Studio OR 2D Design

Drawing I is an exploratory course emphasizing basic drawing techniques and introduction to drawing media. Students will explore a variety of media such as graphite, charcoal, pen & ink, clayboard, colored pencils and pastels. Students will learn composition best practices, textural rendering, expressive abstraction, and drawing from observation. Using the skills acquired in the first half of this course, students will then integrate basic wet-media drawing techniques focusing on color theory and organization. This course is an introduction to the technical, expressive, and aesthetic aspects of drawing and lays a foundation for intermediate and advanced study of drawing while putting "tools" in the students' "tool box" to help them be successful in other mediums as well.





## 2-DIMENSIONAL MEDIA

### Water Based Painting

**Grades:** 10 - 12

**Credit:** 1

*Prerequisites: Introduction to Studio, 2D Design or Drawing*

In Waterbased Painting, students will experiment with various painting techniques, supports, and waterbased painting media (watercolor, gouache and acrylic) as they develop material and technical proficiency with this media group. This course emphasizes both classical and contemporary applications of waterbased painting, as well as a guiding study of medium best practices in art history. In-depth exploration of brush strokes, textures, washes, brushes, painting grounds, surfaces, modifier media, and more will be covered. In the first half of the course, students will gain material and technical fluency with various approaches, materials, and techniques as they create an expansive series of small studies that reinforce their knowledge of the elements of art and principles of design. These studies will be based in observation of basic shapes and forms; local flora; inventive still life arrangements; and architectural design. Plein air painting will also be addressed, climate willing. Once familiar with the medium and techniques, students will deeply exercise their newfound skills in the second half of the course through the creation of a capstone “masterwork” painting based on an original idea of the student’s own design.

### Oil Painting

**Grades:** 10 - 12

**Credit:** 1

*Prerequisite: Introduction to Studio, 2D Design, or Drawing.*

In Oil Painting, students will explore the medium of oil paint while developing technical prowess in the medium. This course emphasizes both classical and contemporary applications of oil painting, as well as a guiding study of medium best practices in art history. Students will learn how to apply oil painting to various surfaces like wood, paper, and canvas. In the first half of the course,

students will gain material and technical fluency with various approaches, materials, and techniques as they create an expansive series of small studies that reinforce their knowledge of the elements of art and principles of design. These studies will be based in observation of basic shapes and forms; local flora; inventive still life arrangements; Old Masters’ reproduction; art parody; and architectural design. Plein air painting will also be addressed, climate willing. Once familiar with the medium and techniques, students will deeply exercise their newfound skills in the second half of the course through the creation of a capstone “masterwork” painting based on an original idea of the student’s own design.

### Printmaking I

**Grades:** 10 - 12

**Credit:** 1

*Prerequisites: 2D Design + one other 2-dimensional Visual Arts class (Drawing, Painting, etc.) or teacher-approved portfolio that displays comfort with both drawing and color theory.*

In Printmaking I, students will learn the techniques, media, vocabulary, history, shop safety, and professional practices of printmaking. This class will introduce several printmaking techniques including monoprinting, collagraph, image transfer, drypoint, relief carving, and screenprinting. Development of technical printmaking skills and design for print will engage students with visual problem-solving and will draw on their existing skills in drawing, 2D design, and color theory. Class sessions will include demonstrations; independent design & press work; visiting artist talks; and collaborative critique. The ultimate goal of this course is for students to gain the skills and confidence to independently produce fine prints by hand and on a press, while also exploring personal visual expression in the context of being a globally connected citizen-artist. To achieve this goal, students will create original work based on a unifying concept that is explored throughout the course, resulting in a cohesive body of prints and an accompanying digital portfolio. At the close of this course, students will feel confident to independently create high-quality fine art prints, skillfully managing each step of the creation process from conceptual planning to finished print.

## 3-DIMENSIONAL MEDIA

### Ceramics & Sculpture I

**Grades: 9 - 12**

**Credit: 1**

*Prerequisites: none*

Pottery & Ceramic Sculpture is an introduction to the sculptural and functional approaches of working with clay, a tactile medium with an amazing range of material possibilities. In this course, students will learn a variety of construction techniques including wheel throwing and how to create functional and decorative pieces by hand. Students will also examine basic glaze techniques and firing methods. This course is designed to teach the material and technical foundations of ceramics and to empower students in discovering the vast world of clay. We will use sketchbooks to generate and develop ideas. Students will practice drawing skills with basic shapes and silhouettes at the beginning of the year to be able to use the sketchbooks effectively in the creative process.

### Ceramics & Sculpture 2

**Grades 10 - 12**

**Credit: 1**

*Prerequisites: Pottery and Ceramic Sculpture 1*

Pottery & Ceramic Sculpture 2 will build upon the foundational skills acquired in Ceramics 1. The Ceramics 2 course is designed to deepen students' understanding of ceramic arts, encouraging advanced exploration, creativity, and mastery of ceramic techniques. This high school-level class provides students with a more in-depth study of clay as a medium for artistic expression. Students will refine and expand their hand-building skills, exploring advanced techniques such as coiling, slab construction, and pinching. Emphasis will be placed on creating more complex and intricate forms through hand-building processes. Building upon basic wheel-throwing skills acquired in Ceramics 1, students will further develop proficiency on the pottery wheel. They will explore advanced throwing techniques, such as altering forms, creating multi-part vessels, and experimenting with larger and more intricate wheel-

thrown pieces. Students will delve into the art of surface decoration, experimenting with various glazing and underglazing techniques. Focus will be on developing a personal style and aesthetic through the application of color, texture, and intricate surface detailing. This course introduces students to the principles of ceramic sculpture, exploring three-dimensional forms and expressive concepts. Students will have the opportunity to create sculptural pieces, experimenting with abstract and figurative elements.

### 3D Mixed Media

**Grades: 9 - 12**

**Credit: 1**

*Prerequisites: Intro to Studio Art, Ceramics, or teacher approved portfolio displaying interest in exploring and generating artistic concepts.*

3D mixed Media is designed to provide students with an immersive and dynamic exploration of three-dimensional art forms, combining various materials and techniques to create unique and expressive pieces. This course aims to foster creativity, critical thinking, and technical skills in a hands-on and collaborative environment. Students will be introduced to the fundamental principles of three-dimensional art, including form, space, texture, and composition. Participants will have the opportunity to experiment with a diverse range of materials such as clay, wire, found objects, textiles, and recycled materials. This exploration will encourage students to think outside the traditional boundaries of two-dimensional art. Students will learn various 3D art techniques and processes, including sculpting, molding, casting, assemblage, and mixed media collage. Emphasis will be placed on developing both technical proficiency and personal artistic style. This course is open to students with varying levels of artistic experience. Whether they are beginners or have prior art background, students will find challenges that cater to their individual skill levels while encouraging them to push their creative boundaries. The 3D Mixed Media Art class aims to inspire a lifelong appreciation for three-dimensional art forms and foster a love for artistic exploration.

## HONORS & ADVANCED DIRECTED STUDY COURSES

### Advanced Placement (AP) 2D Art and Design:

**Grade: 12**

**Credit: 2**

*Prerequisite: Must have taken 3 art classes & have permission of teacher*

The AP Studio Art class is intended for highly motivated students who are seriously interested in the study of art and design. AP course requirements are significantly more rigorous, and students should demonstrate commitment and accomplishment when enrolled. At least one year of Studio Art, as well as a high level of technical art skills, creativity, and inquiry are recommended to take this course. During the year, the students will work in and out of class to produce a portfolio to meet the standards set up by the College Board. Students will be expected to complete at least one piece of quality artwork every one or two weeks, complete practice exercises, keep a comprehensive sketchbook, document their ongoing inquiry and thinking processes, and participate in critique sessions. Each student must have a sketchbook with them and be able to develop these sketchbooks as ongoing journals throughout the year. This course emphasizes making art as an ongoing process that involves the student in informed and critical decision making at all times, according to their own individual inquiry.

Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.

## PERFORMING ARTS

### MUSIC

#### Chorus - LI Voices

**Grades: 9 - 12**

**Credit: 1**

LI Voices is a performing organization open to all students who enjoy singing. No audition is required. The chorus performs in the holiday and spring concerts and at graduation ceremonies. A variety of choral music, in addition to music theory, proper singing techniques and sight-reading is presented. Interested students enrolled in this class are eligible to audition for the Northeast District Music Festival.

#### Select Chorus

**Grades: 9 - 12**

**Credit: .25 per semester**

*Prerequisite: By audition*

The Select Chorus performs in the holiday and spring concerts as well as at the ACDA Madrigal Festival in Burlington. This group will also have opportunities to perform for area schools and in other outreach venues as deemed appropriate by the director. The ensemble will learn a large volume of choral repertoire of varying styles, as well as sight-reading and preparation for District, All State, and All New England auditions and festivals.

#### Instrumental Lessons

**Grades: 9 - 12**

**Credit: .5**

*Prerequisite: Concurrent enrollment in Stage Band and/or students hoping to join Stage Band by second semester*

Stage Band students who wish to increase their musical expertise are eligible to meet with the instructor on a weekly basis for 30-minute lessons. Lesson schedules will be arranged during study halls or after school. Private lessons offer students an opportunity to gain greater understanding of the stage band repertoire as well as opportunities to prepare audition selections for festivals and honor ensembles. Successful completion



for credit will be based on attendance at lessons and mastery of methods being studied.

## Stage Band

**Grades: 9 - 12**

**Credit: 1**

*Prerequisite: Proficiency in a traditional Stage Band instrument at an early intermediate level or higher or teacher recommendation*

Stage Band is open to students with previous band experience and/or students who have studied privately. Students will continue to build musical skills through playing in the ensemble. Intonation, breath control, tone control, ear-training, and advanced note-reading skills will be studied within the class. Performance opportunities are numerous; participation in the winter and spring concerts, graduation ceremonies, open house, and football games allow students valuable playing experiences throughout the year. Students enrolled in Stage Band are eligible to audition for the Northeast District Music Festival, All State Band, and the All New England Music Festival.

## Jazz Band

**Grades: 9 - 12**

**Credit: .25 per semester**

*Prerequisite: By audition and concurrent enrollment in Stage Band*

Jazz Band is LI's auditioned instrumental ensemble which meets as an extension of the instrumental program. Members of this group are highly encouraged to participate in Stage Band as an additional way to increase musicianship skills throughout the year. Students will perform in concerts and will also have the opportunity to perform in the pep band for drama productions at LI.

## Music Studio and Production

**Grades: 9-12**

**Credit: 1**

This course will be a hands-on exploration of the digital audio workstation (DAW) and music performance. Topics will include music production techniques, sound design, and music performance, with a focus on contemporary

electronic and popular music styles. Students will learn how to use digital audio workstations, including MIDI controllers, audio interfaces, and synthesizers, to create and produce original music. The course will culminate in a performance where students will showcase their original music.

## Pep Band

**Grades 9 - 12**

**Credit: .5**

*Prerequisites: Students must either have prior playing experience or be available for one-on-one lessons to learn music notation and beginning methods of music.*

Pep Band is designed to award credit to students who participate in the many playing opportunities available throughout the fall semester. The class meets twice weekly during the lunch period for rehearsals. Requirements for successful completion of the course include class attendance as well as participation in fall parades, football game performances, pep rallies, and other events scheduled during the fall semester.

## Piano Lab

**Grades: 9 - 12**

**Credit: 1**

Whether a beginner or someone who already plays piano, this class is available to students at all levels of proficiency. Taught in a lab setting, students will begin with a daily introductory skills lesson after which they will work independently on their own keyboards. Students will be taught to read bass and treble clef, learn basic music theory and apply these concepts to a wide array of musical genres. This course may be taken more than once for credit.

## Lyndon Harmonies

**Grades: 9 - 12**

**Credit: .5**

*Prerequisites: By Audition*

LI's newest vocal ensemble performs music for treble voices. This is an auditioned group of approximately 8-12 singers. Contact Mrs. Norwood if you are interested in setting up an audition.

## ADVANCED PLACEMENT OFFERING

### AP Music Theory

Grades: 11 - 12

Credit: 1

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*Prerequisite: Teacher recommendation*

AP Music Theory course corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized.

## DUAL ENROLLMENT OPTIONS

### History of Rock and Roll

Grades: 11-12

Credit: 1

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This course will be a survey of the history of rock and roll, covering key movements, styles, and artists from the genre's emergence in the 1950s to the present day. Topics will include the roots of rock and roll, the emergence of rockabilly, the rise of the British Invasion, the development of psychedelic and progressive rock, the emergence of punk, the evolution of heavy metal and hard rock, the influence of hip hop and electronic music, and contemporary developments in the genre. In addition to musical analysis, the course will also explore the social, cultural, and historical contexts that have shaped rock and roll, including the civil rights movement, the counterculture of the 1960s, and the impact of technology on the music industry.

## DANCE

### Dance History

Grades: 9 - 12

Credit: 1

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*Prerequisite: None*

Dance is not simply a performing art, it is also considered a public art form, and as such, it is accessible to anyone from any background. It has evolved since the beginning of time and has been influenced by society, culture, and economics. Dance History provides a solid intellectual understanding of the origins of dance and of the changes it has undergone over time. In this course, students will be dancing, as well as reading, writing, presenting, and watching videos about dance throughout history. Dance History students will also have the opportunity to learn a piece and perform it in the end-of-semester performance. This course is offered during even years.

### Dance Techniques and Elements

Grades: 9 - 12

Credit: 1 (1 general elective or 1 physical education)

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This course is an introduction to dance. In this course, students will explore ballet, modern, and jazz technique, learn how to notate dance choreography, and embark on units of choreography in a variety of styles of dance. This course is appropriate for students who have never danced or just want to review the fundamentals. In the spring semester, this course expands and manipulates more of the ballet, modern, and jazz vocabulary learned in the fall with a more intense emphasis on proper technique, detailed physical executions of steps, descriptive notations, and deeper study and analysis of the effects of applying various elements of movement to choreography and dance pedagogy (i.e. experimentation with tempo and rhythm, level changes, partner work, adjectives in motion, etc.).

### Improvisation and Composition for Dance

Grades: 9 - 12

Credit: 1

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Improvisation and Composition will teach students about the elements of movement, manipulations of movements and phrases, how to structure/develop dances, and proper

methods of critiquing work. It is an important course in the development of a dancer or anyone interested in moving their bodies efficiently because it teaches students how to explore their movement potential, push boundaries (technically and creatively), build self esteem, communication, collaboration skills, and appreciate themselves, others, the art of dance, and world around them more. This course is offered during even years.

## Ballet Techniques

**Grades: 10 - 12 (grade 9 by permission of instructor)**

**Credit: 1**

*Prerequisite: Dance Techniques and Elements or permission of the instructor*

This course is different from other dance courses in that it works the body in more of a toning manner (i.e. Pilates & Callanetics-based exercises to get the blood flowing and create an awareness of body structure) and prepares the dancer for more serious training in the future. Students learn specifically how the body moves without injury and to further one's technical and artistic development. In this class, each student will become aware of how to use muscles properly for initiating lyrical and contemporary movements based on ballet technique. Pointe components can be added for students ready for that level of training. Beyond training in the art of Ballet, students will learn about the evolution of Ballet as well as prominent Ballet dancers throughout history. This course is offered during odd years.

## Dance Company

**Grades: 10 - 12**

**Credit: 1**

*Prerequisite: By audition Dance Company is an auditioned group of select dancers who have taken dance previously at LI, or another dance studio/school, and have auditioned because they are serious about learning more about the art of dance.*

Students will be expected to learn at a faster pace, execute more precision artistically and technically with terminology, implement the elements of movement without difficulty, take on leadership roles easily, and be able to commit to performances outside of class time.

In this ensemble, students embed skills based work in choreographic challenges and movement tasks, dive into the psychology of dance and performance readiness through an artistic lens, and develop their creative and reflective toolbox.

## Jazz Dance

**Grades: 10 - 12 (grade 9 by permission of the instructor)**

**Credit: 1 (1 general elective or 1 physical education)**

*Prerequisite: Dance Techniques and Elements or teacher recommendation Jazz Dance is a continuation of Dance Techniques and Elements.*

In this class, the emphasis is on jazz dance terminology, the style of movement, as well as the technique of body position in motion. Students will focus more precisely on anatomical correction and awareness taught during each class plus more work with skills based assessments and creativity, choreography, and history/ research projects.

## College and Career Preparation in Dance

**Grades: 12 (11 by permission of instructor)**

**Credit: 1**

*Prerequisite: Student plans to pursue dance as a career or in college; teacher recommendation College and Career Preparation in Dance is for senior dancers planning on pursuing dance in college or as a career beyond high school.*

The student will work with the dance instructor to create a college/career ready plan. This plan will include assistance in finalizing preparations for college/career (portfolio of work, auditions, etc.), creating personal work for performance(s), enhancing pedagogical skills, developing knowledge in dance history or career/dance pathway through research based projects, and refining technical and artistic skills through self and teacher directed reflection and critiques. College and Career Preparation in Dance is intense but student driven with guidance and direction from the instructor. It is a collaborative course with the teacher with personalized instruction and student choice projects designed to enhance skill and knowledge towards one's future college or career goals.



## Dance Intern

Grades: 10 - 12

Credit: .5 - 1

*Prerequisite: Successful completion of the course in which s/he wishes to assist in; teacher recommendation*

Dance Intern is a course that has responsibilities that parallel the students and the teacher. As a dance intern, students will have assignments that take the material of the course to another level. For instance, the intern will help other students in the course with dance skills, have the opportunity to create and teach work to students enrolled in the course, and set their own course goals.

## Modern Dance

Grades: 10 - 12 (grade 9 by teacher recommendation)

Credit: 1 (1 general elective or 1 physical education)

*Prerequisite: Dance Techniques and Elements or teacher recommendation*

Modern Dance is a continuation of the fundamental principles and skills taught in Dance Techniques and Elements. In this course, students will build the skills and knowledge of modern dance terminology and principles, study the history of modern dance over time, and explore choreography from a modern and contemporary perspective. Students will have anatomical and technical assessments, history and research projects, as well as performance based assessments.

## THEATER

### Theater Now!

Grades: 9 - 12

Credit: 1

For thousands of years, the living art of theater has engaged audiences, built communities, and challenged societal norms worldwide. In this course, students will explore contemporary theater and its relevance to humanity's creative roots through performance, technical design, social commentary, and text analysis. Opportunities will be provided for learners of all experience levels to embrace the inherent desire for storytelling, while creating authentic products that communicate with an audience.

## Advanced Acting

Grades: 10 - 12

Credit: 1

*Prerequisite: Successful completion of Theater Now! or teacher recommendation*

Advanced Acting is an intensive performance-based acting class. The aim of this course is to develop advanced acting skills by combining in-depth script analysis, monologue and scene work, improvisation, movement, and vocal work. Students perform, direct, and analyze dramatic scenes as well as participate in peer critique.



# Health & Fitness

## Team Games 1 & 2 (Fall & Spring)

Grades: 9-12

Credit: ½

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*Prerequisites: None*

This course will give students the opportunity to work on problem solving, self direction and teamwork in a number of different team oriented activities such as basketball, flag football, volleyball, and tchoukball. Students will be assessed on their ability to work with others, their participation in class discussions and activities, and on quizzes or assignments dealing with various units covered in class.

## LifeLong Fitness 1 & 2 (Fall & Spring)

Grades: 9-12

Credit: ½

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*Prerequisites: None*

This course focuses on individual and team activities, competitive and non-competitive, that students can have an opportunity to do outside of the academic environment. These activities include pickleball, badminton, golf, and various backyard games. Students will be assessed on their ability to work with others, their participation in class discussions and activities, and on quizzes or assignments dealing with various units covered in class.





## Personal Fitness 1

Grades: 9-12

Credit: ½

*Prerequisites: None*

This course introduces students to the basic fundamental concepts of personal fitness. Emphasis is placed on personal fitness activities for maintaining a healthy lifestyle, but some group participation is possible. Students will analyze the impact of diet, exercise, stress management, health, and other areas of wellness on one's quality of life, as well as apply strategies to enhance their own overall wellbeing. Students will be assessed by various assignments dealing with aforementioned aspects of wellness.

## Personal Fitness 2

Grades: 9-12

Credit: ½

*Prerequisites: Personal Fitness 1*

Students will take the knowledge they acquired in Personal Fitness 1 to develop and implement a Personal Wellness Plan. Physical Activity, Nutrition, and Mental Wellbeing are some of the aspects of Wellness that will be used to help students develop their individual plans. Students will be assessed on the development of their plans and their participation in class implementing them.

## Comprehensive Health

Grades: 9-12

Credit: ½

Students will become aware of how their physical, emotional, and social health are connected, and how personal decisions and lifestyle habits impact their health. Topics include communication, decision-making, body systems, fitness, nutrition, aging, death and dying, diseases, human sexuality, and drug awareness. This course will broaden students' knowledge in health topics and allow them to analyze their personal responsibilities in maintaining their own wellness.





# Driver Education



## Driver Education

Grades: 9 - 12

Credit: 1

*Prerequisite: Students must hold a valid Vermont Driver's permit, be at least 15 years old, and have a minimum of 10 hours behind the wheel when the course begins*

The Driver Education curriculum consists of 30 hours of classroom work and a minimum of 6 hours of driving observation time. The course is offered to students with a valid Vermont Learner's Permit. Priority by grade and date of birth.





# Mission, Vision, and Values

## OUR MISSION

*Lyndon Institute inspires our students to become accomplished learners, creative thinkers, and compassionate community members.*

## OUR VISION

*Because we believe every individual can contribute to a better world, we inspire and empower our students to provide solutions to complex problems and make an impact on their communities both locally and globally.*

## OUR VALUES

### **RESPECT - for self, others, and Lyndon Institute by:**

- Practicing honesty and integrity
- Exercising kindness, empathy, and compassion for all members of our community
- Being ambassadors of our school, its reputation, and its legacy
- Being positive and productive members of our inclusive and welcoming community

### **RESPONSIBILITY - to become accomplished learners, creative thinkers, and compassionate community members by:**

- Striving for academic excellence
- Engaging in extracurricular and social activities at LI
- Becoming adaptable and flexible community members
- Learning from mistakes as well as successes of self and others
- Recognizing and appreciating that each individual at LI is a part of a global community
- Making positive contributions to LI, the regional community, and beyond



**Lyndon**  
I N S T I T U T E

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