



COURSE LIST

HIGH SCHOOL





Sciences

Imagine panning for gold in a Vermont stream during 9th grade Geology class, and learning about sea urchins in Atlantic tide pools on the 12th grade Zoology trip to Hermit Island, Maine. Our students develop thought-provoking questions, design and implement experiments, make critical observations, and are always building upon what they already know. Our graduates have the confidence to come up with creative, practical solutions to the scientific challenges that come their way. Annual week-long Geology, Hydrology and Zoology trips take students out into the field for up close observation and discovery.

Earth Science: Geology

9th Grade

The purpose of this class is to use direct observation and an expanding awareness of earth science to understand the moving forces of our planet. We look at the work of pioneering individuals, such as John Muir, Alfred Wegener and Frederick Mohs, and students investigate rock types, soil, and landform processes. In addition, we take a week-long regional field trip to study rocks in their natural habitats.

Chemistry: Organic Chemistry

9th Grade

In this course, students study the properties of carbohydrates and their constituent elements in living systems and the environment. This is done primarily through student laboratory experiments and discussions. Laboratory safety and the proper use of equipment are covered thoroughly. Students create a book containing write-ups and laboratory reports.

Physics: Thermodynamics

9th Grade

Students explore the concepts of warming up, cooling down, thermal equilibrium, temperature, thermometer, thermal expansion and contraction, specific heat capacity, latent heat of vaporization and latent heat of fusion, and thermal conductivity emphasizing their place in our daily lives. Students also look at gas laws and use practical examples including auto and jet engines and the refrigerator to understand how they work. Students participate in experiences, demonstrations, group experiments and a group project to understand the relationship of these concepts to our daily lives. Our classes are rich in class discussions, and the students have the opportunity to express these concepts through writings, illustrations and graphs in their main lesson books. We also practice writing and solving equations of real life situations related to thermal concepts.

Biology: Anatomy

9th Grade

In this main lesson block we study human anatomy, especially as it relates to the skeletal system. We study the development of the skeletal system and then comparative anatomy with other mammals. The block requires a previous knowledge of the human skeletal system. We also study the senses and how they interrelate.

Earth Science: Hydrology

10th grade

TBD

Biology: Physiology

10th Grade

In this main lesson block we study human physiology. We study the circulatory system, the immune system, the liver, sleep, and the brain. This block requires mastering complex relationships within the organ systems along with the associated scientific terminology. The students also participate in a month long sleep “experiment” at home where they actually follow best practices for sleep, based on current research. In addition, the students practice yoga and meditation each morning to gain a better understanding of the physiological effects of meditation and its impact on anxiety. Thus, this block gives students an opportunity to experience the effects of sleep and meditation on our wellbeing.

Chemistry: Inorganic Chemistry

10th Grade

Student study Stoichiometry and Acids, Bases, and Salts. This includes investigating the laws of chemistry, namely, the Law of Conservation of Mass and the Law of Definite Proportions, through experiments and demonstrations. Our investigation of these laws also includes their historical development, which brings us to Lavoiser and Dalton. As we indulge in their way of thinking we travel through time seeing the roots of names we use for elements today, as well as how their representations as symbols were developed. After familiarizing ourselves with some of the elements and their symbols, we move onto looking at their relative reactive strengths and behavior, which brings us to compounds. Using our relative reactive strength chart we practice writing the names and formulas of different types of compounds. Later on, we continue with writing and balancing equations, where we conduct experiments and demonstrations of different types of chemical reactions. We practice writing balanced equations just from the names of compounds given, and then using laws of chemistry solve problems regarding them. We finish the block by looking at acidic and basic qualities through different indicators as well as looking at neutralization reactions where acids and bases neutralize each other to form water and salts.

Physics: Mechanics

10th grade

Description to come.

Biology: Embryology

11th Grade

The study of embryology in the eleventh grade provides students an opportunity to learn about human sexual development as well as basic aspects of cell division. Following the details of the developments of the human embryo in the first four weeks demands a strong flexibility of thinking as the round ball goes through metamorphic developments into more and more complex forms. Drawing, working with clay, and observing a fish embryo develop under the microscope all help students in their understanding. Included in this main lesson are explorations of various contemporary issues connected to embryo development such as abortion, cloning, stem cell development, and various kinds of contraception.

Physics: Electricity & Magnetism

11th Grade

This block begins with some simple demonstrations and experiments from which we develop the fundamental conditions, principles, and relationships associated with triboelectric phenomena. It is important to note that this work is developed using the principle of polarity and fields as a conceptual framework tying together the invisible interactions that resulted in visible movements of objects.



The principles of electrical induction are also developed.

The second week begins with the Van De Graff generator from which the students develop a clear understanding of the concepts of resistance, voltage and current. Students then add magnetic phenomena and the principle of polarity developed in the first week is elaborated upon. The remainder of the block consists of various interactions of electromagnetic phenomena and the resulting understanding of many of today's contemporary technologies. This includes: how cell phones work, microphones, speakers, music storage protocols and a bit on electric motors. The students are taught and expected to utilize the right-hand rule for predicting the relationship between a current carrying wire, a magnetic field and any resulting motion induced by such means. An overview of the transformer is also discussed as is the general difference between AC and DC circuits.

Chemistry: Elements

11th grade

Description to come.

Biology: Botany Immersion

11th Grade

This immersion is a month long experience in which 85% of the day is spent studying the plant world from multiple perspectives. A large part of getting to know the natural world is to learn to really observe it. The students use various techniques to observe plants carefully, including drawing, journaling, and shared observations during our two hours a day of field work. Students have daily classes where they learn scientific terminology, the plant life cycle, and how to use identification books. They also practice making comparisons and finding connections to further their understanding. In another part of the immersion, students read from prominent nature writers and apply this material to their own experience of plants. From these interactions, they develop a conscious picture of what is involved in forming a meaningful, deep relationship with nature which includes critical elements like: the significance of attention to detail, cultivating interest, our biases, gesture, gratitude, and reciprocity. Students also write daily reflections to practice self-awareness of their own learning process. Finally, the students have a botany artistic elective where they choose a subject from nature and a medium to express some aspect of nature creatively.

Biology: Zoology and Evolution

12th Grade

Students explore the diversity of the animal world through study of the different phyla in the animal kingdom. For each phylum that students investigate, they study its structure, major systems, behavior, and how it compares to other phyla. There is a significant amount of lab work as part of these investigations. One week of this block takes place on Hermit Island in Maine where students make field



observations, participate in labs, listen to lectures, and learn alongside other Waldorf senior classes. Upon return from Hermit Island, students study evolution, including Darwin's Theory of Evolution and aspects of Stephen Jay Gould's work. They also spend several days working with hominin skulls to delve deeper into the complexity in human evolution.

Chemistry: Atomic Theory

12th grade

TBD

Physics: Optics

12th Grade

This class explores how we as humans experience visual phenomena in our everyday lives and the physical lawfulness underlying each appearance we see. The course begins with an experience that is designed to encourage the students to look more closely and more carefully at the many subtle influences and conditions affecting the actual images we see. Topics include an investigation of the various conditions that influence the color we see, how the juxtaposition of color is the basis for us organizing visual patterns into conceptual images and scenes, the role of intentionality in what we see, the laws of reflection and refraction, binocular vision as well as the other visual cues used to form the concept of a three-dimensional world. A portion of the class is also devoted to an investigation and discussion of the wave-particle duality and how modern concepts such as quantization and the harmonic interaction of fields expresses more accurately the phenomena associated with the visual world.

Science Electives

11th and 12th grade

A different topic is offered each year. Topics have included advanced cell biology, genetics, relativity, physics of waves, astronomy, and topics in environmental science.



Mathematics

Mathematics is a doorway into a uniquely human way of thinking. We seek to elevate your ability to reason logically and clearly. Our math program is in some ways traditional (we teach algebra, geometry, calculus, and so forth) but it is also interwoven with our other curriculum, as we seek to connect our logic with other ways of understanding the world. Our students explore mathematical thinking for both technical mastery and depth of understanding. We study the connections between complex ideas, and experience the satisfaction of solving genuinely challenging problems. We also take the time to go deep. You'll see fewer worksheets as students are reflecting on the connections between the skills they've mastered. Whether they're applying their knowledge of trigonometry, exploring mechanics, or strengthening their skills in deductive reasoning while uncovering the mind bending truths of non-euclidean geometry, they are making connections between logic and inspiration.

Algebra I

Students explore both linear equations and systems of equations, using them to crack open a wide range of applied problems (from basic word problems and geometric applications, to more sophisticated problems of their own design). We also study polynomial arithmetic as they begin a journey toward understanding functions and gain skills that will carry them into calculus. This

includes gaining a deeper understanding of the nature of exponents (including negative and fractional exponents) and factoring polynomials. Students review ratios, proportions, irrational numbers, and simplifying square roots. By the end of this class, most students are not only able to perform many technical skills, like deriving the quadratic formula, performing polynomial long division or translating between applied scenarios and systems of equations, but they are also able to answer much more sophisticated questions like what is the fundamental nature of arithmetic itself?

Algebra II

This skills course begins with a review of linear equations, including solving, graphing, and finding the slope of a line. Students review solving quadratic equations several different ways: factoring, completing the square, and using the quadratic formula. Students study the conic sections: parabolas, circles, hyperbolas, and ellipses. They also study functions and graph many rational functions. We review solving systems of equations and use this to solve word problems, such as area and projectile problems, different types of numbers, logarithms, and growth problems, and then study the number e and imaginary numbers, trigonometric functions, and statistics, which includes calculating standard deviation and statistical probability.

Permutations and Combinations

9th Grade

Students learn how to calculate the number of permutations and combinations, such as finding the odds of winning the lottery, the chances of winning with a certain hand in card games, and the odds against a sports team that has already lost two games in a series, and apply this to various word problems. This leads to a study of Pascal's Triangle, Pascal's biography and other contributions to mathematics, and the history of probability theory.

Geometry

9th Grade

Students build on their work with platonic solids by drawing two dimensional plane projections of them, utilizing the graphic science of "descriptive geometry." Plates are developed that show several 2D projections of the 3D shapes. Distances and visibility of lines and points are determined from the plates. This graphic science develops the students' visualization skills, analytic thinking, and precision with drafting.

Geometry and Trigonometry

10th Grade

Trigonometry comes from Greek and means triangle measurement. That is the way this branch of mathematics began and that is what we will be studying in this course, although Trigonometry grew far beyond its roots and is used in many interesting and important ways in science, mathematics, and engineering. These applications are called Analytical Trigonometry and are studied in more advanced math courses. Students also study circles and their properties, logical proofs and are introduced to logarithms and exponential growth functions.

Projective Geometry

11th Grade

Projective geometry is a modern expansion of classical Euclidean geometry. Whereas Euclidean geometry, which our students learn in tenth grade, explores the nature of shapes on a "local" level, projective geometry explores the infinite projections of those shapes. This field has important influences on modern math disciplines, has interesting echoes in calculus, and supports several sciences critical to the modern world. We study it at Waldorf because it provides an opportunity for students to move beyond conventional spatial imagination toward a more purely abstract but rational way of coming to know a truth. We achieve this by making specialized drawings and logical proofs, then considering what would happen under certain undrawable or un-visualizable conditions – namely the behavior of geometric objects "at" infinity. Also, we studied the properties of infinity and its cardinalities.

Practical Math

11th and 12th grade

This class focuses on math that has practical applications. Students work with paying bills (including writing duplicate checks), bank deposits, the concept of interest, percents (including tips and sale discounts), and other topics. Students graph data, read charts and tables, learn about stocks, taxes, and business applications of math, as well as work on independent projects. We visit local businesses to talk with business owners about how they use math in their business lives. Additionally, we look at math games to help strengthen number manipulation skills. Throughout, students are encouraged to build out from solid foundation skills to "use what you know" for navigating successfully in uncharted waters and to be able to spot the major math patterns of increase, decrease, balance, and transformation.

Calculus

12th Grade

This class will explore the applications of calculus to various practical engineering, biological, economic, and geometric problems. The course is intended to prepare a student for the possibility of entering a math-intensive college track such as engineering, pre-medicine, physics, or mathematics.

Pre-Calculus and Topics in Math

12th Grade

In this skills course, we begin with reviewing trigonometry and graphing functions. Other units throughout the year include computer programming, pre-calculus topics, and solving interest rate and growth problems.



English

English classes focus on the development of study skills, critical reading, and writing skills. To learn to think and write, we start by learning to read. This time we aren't trying just to decode words, but looking closely at how the words, sentences and paragraphs on the page work together to move and change us as readers. As you respond to great literature, from Tolkien to the *Odyssey*, you will write often, and learn to write well. From the critical essay and research paper to the short story and poem, your writing will reflect and also shape your thinking, and help you explore the mystery of self.

Tragedy and Comedy

9th Grade

This main lesson begins with a look at the two fundamental human experiences of laughing and crying, and how they relate to tragedy and comedy. After studying the origins of drama, the class reads *Oedipus Rex* by Sophocles. We follow the history of drama through to ancient Rome, studying Roman theories of temperament (or personality) and how they influenced drama—especially comedy. The class finishes with a reading of Shakespeare's *Romeo and Juliet*. This experiential and academic course includes theater games, mask making, and readers' theater.

The Novel

9th Grade

This main lesson traces the development of the novel genre from the eighteenth century through the twentieth century, and the various elements that work together to create this type of literature. Students read a novel to understand the importance of such elements as setting, character, plot and theme and then each student writes a novella to experience those elements in practice.

Myth to Literature

10th Grade

This course explores the idea of mythos. We will examine what myths are, how they develop, how they serve a culture, and how they transform into literature. The idea of a myth is very old, and most often, now, we think of myths as fancy lies. Yet the importance of myth throughout human history cannot be over-emphasized. Cultivating an appreciation for that importance will help us situate ourselves in the universe, and ideally, perceive an organizing principle that still informs our contemporary world.

History Through Poetry

10th Grade

This main lesson explores a variety of poetic forms, and students have the opportunity to experience poetry as a poet, a reader, and a teacher. Students work with form and content, and write everything from haikus to sonnets and sestinas. Each student creates a personal poetry anthology that is handwritten and bound into a booklet. The power of poetry to express the depths of human emotion and the joys of human experience becomes apparent.

Parzival

11th Grade

This class focuses on the most famous and best developed medieval story concerning the quest for the Grail: Wolfram von Eschenbach's *Parzival*. The course seeks to understand this quest on many different levels, but most importantly as a timeless pursuit for meaning and fulfillment in which we all engage throughout our lives. Students survey the historical and mythological images of the Grail and the panorama of archetypal characters that surround this powerful object and analyze the book's content and themes.

The Making of a Monster

12th Grade

This class uses the theme of monsters in literature to explore the concepts of good and evil. After reading the book *Frankenstein* by Mary Shelley, students are asked to consider the question, "What creates a monster?" Students delve further into this broad question with short stories, scientific studies of fear, and visual media to discuss monsters in the individual and society, and the human capacity for transformation.

Human Development

12th Grade

This block focuses on Human development as understood in Waldorf schools. We consider the nature of the human being, child development, and the implications these have on education. In connection with this, we reflect upon the students' educational experiences from kindergarten through high school. We also visit the various branches of our school to make first hand observations of children and teaching. To provide further context, we look at the reaction to materialism that was manifested by the Transcendentalist movement in New England in the mid-nineteenth century. We focus on the work of Ralph Waldo Emerson and Henry Thoreau, including readings from Emerson's *Self Reliance* and Thoreau's *Civil Disobedience*. Students consider the qualities and issues that the Transcendentalists focused on, the students' relationship to nature and to the wider world, and the question of what it means to be human. We tie these themes together through our reading of *The Alchemist* by Paulo Coelho.

History

History courses cover a wide variety of topics, but they all make sure our students see the same thing: many sides. By approaching a topic from varied perspectives, reading first-hand accounts and secondary sources, and debating causes and effects, students understand different eras in a new way. You will also be asked to decide for yourself what is universal and what is individual in the human experience, and to think about how our culture and times shape who we can become.

Modern History

9th Grade

This main lesson focuses on world history in the 20th century, with a particular focus on Europe and its relationship with the rest of the world. Our study includes the two World Wars, the Holocaust, the Cold War, the 60's, and the collapse of Communism. We also read *The Pianist*, a memoir of a Jewish man in Warsaw during WWII, and *The Gentle Subversive*, a biography of the environmentalist Rachel Carson. Themes we consider include individualism vs. nationalism, globalization versus sustainability, and Capitalism vs. Communism.

History Through Art

9th Grade

This exploration of art from prehistoric through early modern times takes up learning how art is a reflection of people, culture, and politics. From the idealized and stylized forms of Egyptian art, to the dramatic struggle between darkness and light in Renaissance paintings, this class follows the evolution of the idea of the individual in human consciousness—all contained in the way humans have artistically expressed themselves throughout history.

Ancient Cultures

10th Grade

This class is a study of the evolution of human civilization from the agricultural revolution to the rise of Rome. Our goal is to gain a greater understanding of how Western Civilization, as we know it today, has its roots in ancient society, and what the determining factors were in the evolution of that society. Additionally, we will study the influence and impact the Greeks and Romans had on Western Civilization, particularly with respect to thinking, philosophy and law.

The Constitution

10th Grade

The goal of this class is to gain an understanding of the form and function of the United States government by studying the United States Constitution. We begin with a detailed reading of the Constitution and the Amendments, trying to gain a full understanding of the document. Then, by looking at important Supreme Court cases, we explore how this document has been interpreted through the years. Finally, we look at current issues facing the United States, and discuss whether and how the Constitution applies to them.

History of New York City in the Jazz Age

11th Grade

This course focuses on the Jazz Age and New York City in the early 20th century. The course begins with a detailed study of the narrative and themes of *The Great Gatsby*, by F. Scott Fitzgerald. We will also look at the Harlem Renaissance, with a particular emphasis on the poetry of Langston Hughes. Finally, we will consider the history of New York City in the late 19th and early 20th centuries, with a special focus on immigration and the development of the city. The class will culminate with a trip to New York City in December.

Medieval History

11th Grade

This course is a study of the changes in Western civilization, culture, and thought from the fall of Rome through the medieval period. Our goal is to gain a greater understanding of the Medieval mindset, so that we may see how ideas of religion, economics, government, art, and community were transformed, and how they contributed to the evolution of the modern world.

Economics

11th Grade

This block focuses on the basic principles of economics, and touches on macroeconomics, microeconomics, capitalism, communism, manufacturing and investment. We study household economy, the role of corporations, productivity, profit and loss, supply and demand, and the foundations and functions of money, using readings from Adam Smith, Karl Marx and others as our foundation. Students will gain an understanding of the way the economy functions on an individual and a corporate level, and the effect of economic forces on the world today, particularly in light of the current economic situation.

History Through Music

11th Grade

This course serves as an experiential tour through music around the world, with a particular focus on the history of Western art music, and the role it played in how people connected with the world around them. Through this study, students have the opportunity to explore their own personal connection to various musical forms. By building a musical vocabulary and developing listening skills, students try to hear and experience music as people of different epochs would have heard it, while simultaneously developing an awareness of the context in which people hear and experience music in our time. Students participate in class discussions, complete listening assignments, attend live musical performances, and each student presents a project based on a topic that interests them that relates to course material.

History Through Architecture

12th Grade

In this course, students examine the relationships between humans and architecture through time. We study early and landmark structures of architecture, plus related vocabulary, concepts and background, and these form a solid foundation for discussion of course readings plus field trips to local architects and buildings. The course culminates in a personal research project and presentation.

Humanities

Humanities courses are interdisciplinary classes designed to further students' experience of English and History, with an additional focus on research and writing skills. Classes cover topics such as skills areas as essay writing, proper documentation of sources, effective research skills, and creative writings.

These skills are honed in conjunction with an exploration of History topics, including Vermont History, considering the themes of old vs. new, what is unique to Vermont, and the future of the state; and U.S. History, including events such as the Louisiana Purchase/Lewis & Clark Expedition, the Oregon Trail, the California Gold Rush, government Indian Policy, the Republic of Texas, and the Mexican-American War, slavery, The Civil War, and Reconstruction.

Humanities classes also serve to reinforce topics being covered in main lesson, and to support writing and research associated with certain main lessons. Additionally a humanities elective is offered each year.

Humanities Electives:

The Literature of War

Gothic Literature

Asian Art and Literature



Foreign Language

Teaching a foreign language is part of educating for a more peaceful global future. The goal of our foreign language program is not only to give students the skills to communicate in another language, but to understand the diversity and richness of another culture — and by extension, of all cultures. In immersing ourselves in another grammar and idiom we experience a different way of seeing. We want every student to cultivate the flexibility to live into another language and culture. We also value the hard work, perseverance, risk taking and vulnerability that are essential to learning a second language. It is an experience unlike any other.

Why teach French? Given that Vermont and French-speaking Québec share a common border, it makes perfect sense for French to be taught at the Lake Champlain Waldorf School. French is an official language in 29 countries, five of them in Europe, and is a major language in the fields of literature and philosophy.

We encourage able 10th and 11th grade students to consider a student exchange in one of our sister Waldorf schools in Germany, France, Luxembourg or Switzerland. Learn more about our [International Exchange Program](#).

French I

Students study basic vocabulary and sentence structure along with the present, near future and imperative tenses. Through songs, poems, skits, dictations, games, daily pronunciation practice, oral and written textbook exercises and a video drama which accompanies the

textbook, as well as through exposure to French magazines, television and food, the students develop a level of comfort in speaking, listening and writing in French.

French II

Following a review of material studied in French I, French II students study the placement and use of adjectives, articles and prepositions as well as the past tense. In addition to work with poetry, songs, skits, dictations and pronunciation exercises, the students develop their speaking skills through conversation practice. Topics of discussion include French films viewed in class as well as assigned readings. French exchange students provide additional opportunities for conversation practice as well as insight into French culture.

French III-IV

In French III/IV the students deepen their foundational knowledge of grammar and vocabulary. Verb tenses include the past imperfect, simple future, conditional and subjunctive. Written work increases, with students writing summaries of texts and films. French IV students read an abridged novel, such as *Les Misérables*, and write short opinion pieces of films and texts. Students research an aspect of French culture and present their findings in French to the class. French III students spend a day in Montréal exploring the city.



Studio & Textile Arts

As students dive into cultural studies they draw on disciplines as wide ranging as philosophy, mathematics, anthropology, social and political history, psychology and religious studies. Through these lessons, students come to know the world a little better—and through the world, themselves. Visual and applied arts classes are designed to gradually build artistic skills and capacities. The goal for the arts classes closely reflects a theme in our academic curriculum: we want students to learn to see an object or situation from many perspectives, then to form and express their own unique vision. Waldorf schools continue to devote significant time to practical arts giving the confidence that they can create with their hands and be grounded in the present moment. Classes visit area museums to view exhibitions of great art and learn about them in the context of the culture in which they were produced.

Foundations of Drawing

9th Grade

Students explore the expressive qualities of black and white drawing in the visual arts. They expand their capacities of visual perception and creativity and continue the development of drawing skills, working with mass, contour, gesture and shading. They strive to create strong compositions that balance light and shadow with an eye toward balance of proportion, mass and volume. Working



with pencils, crayon, charcoal, eraser, ink and wash, students practice drawing techniques culminating in an extended still-life study.

Blacksmithing

9th Grade

In this course students learn the basics of forging, craft a metal coat hook, then design and complete a simple metal project of their choosing. The need of the ninth grader to test limits and know his or her own strength is deeply met in working with this elemental craft.

Spinning

9th Grade

Students explore all aspects of turning raw fleece into yarn: they wash, card and spin fleece into yarn using various spindles and spinning wheels, and plant-dye their hand-spun yarn. The 9th grade student's need for practicality is met when students knit mittens for their upcoming winter camping trip and make waterproof mitten covers for them.

Woodwork

9th – 12th grades

Woodworking courses offer students continued practice in shaping wood while introducing new concepts in how separate components are joined together. The course focuses on the fabrication of a single project, a three-legged painter's easel with lap joint construction. A focus of the course is developing a deeper understanding of functional objects, and the relationship between three-dimensional shapes. In 11th and 12th grades, students learn to work with power tools to design and complete two major projects of their choosing.

Basketry

9th Grade

Starting out with an observation exercise, students analyze how baskets are constructed, then begin creating small baskets using traditional weaving skills such as twining. Students consider the question: "What is a vessel?" and work with a variety of materials. The historical and cultural richness of basketry around the world is examined, and students complete at least one well-conceived piece.

Watercolor Painting

10th Grade

In this course students return to a form they thought they knew—watercolor—and experience it in an entirely new way. Students learn how to build up and control watercolor through the use of layers, or veils. Projects include a color wheel, and a final major study: an interpretation of an Impressionist masterpiece rendered in watercolor.

Weaving

10th Grade

In this block students explore various techniques and types of weaving. Students are introduced to weaving with a small card-weaving project. Other weaving projects include belts

woven on inkle looms and individual projects such as scarves, placemats and shawls woven on floor or table looms. As each weaving is finished, the students are taught how to remove the weaving from the loom as well as different methods for finishing the ends.

Cooking

10th Grade

In this block the students learn basic cooking skills and how to apply them. Skills taught are how to properly use kitchen knives for cutting various foods, how to measure ingredients, the components of recipes and how to prep various ingredients for recipes. Two classes each week are spent prepping for the school lunch program and also any prep needed for community service donations. On days that we have extra time, we prepare various dishes to eat together in class. The block culminates with a meal prepared and donated to a local charity.

Clay Sculpture and Vessels

10th Grade

In this block the students explore the various hand-building techniques for forming clay into sculptural and practical forms. The students first work from observation in sculpting natural objects out of clay. After a few weeks of this clay work, the students begin making hand-built vessels by building up the form with coils. Students also create vessels with slab work and explore surface design. The objects the students decide to keep are bisque fired and/or glazed and fired.

Acrylic Painting

11th Grade

In this continuation of the painting curriculum, students are introduced to acrylic paints, and work especially with their qualities of transparency and opacity. Years of working with color and light allow students to grasp the potential of this new medium. The final project is a self-designed work, and a focus of the class is discussion and critique in a workshop environment. We practice offering thoughts about our own and others' work with compassion and objectivity.

Clay Sculpture

11th Grade

This block covers the process of sculpting busts in clay working directly with observation of the human form. The students begin the block with preliminary exercises to develop their observational skills. Next is the process of building up the bases for their sculptures by rolling the clay into coils and stacking them up into hollow vertical forms. Each student then manipulates the clay to resemble the shape of the head and neck and begins to add features. After all the features are added, the top of the head is closed, the hair is added and final touches are made. The block ends with a critique utilizing the practice of offering thoughts about our own and others' work with compassion and objectivity.

Bookmaking

11th Grade

The evolution of the book parallels the development of human thought. Students are introduced to the materials, tools and techniques of bookmaking; the precise skills and logic of the process are especially suited to the eleventh grader's developed thinking and manual dexterity. Book forms include sewn pamphlets, hinged albums, and a formally bound book. In their final project students are encouraged to explore other historical, cultural, or inventive book structures and boxes.

Self-Portraits in Oil

12th Grade

This culminating class in the fine arts curriculum involves working from life using a mirror to create an oil self-portrait, utilizing the work of various artists to influence and inform the piece. This is a major work of art that develops from a series of sketches to finished oil painting over 12 or more weeks, and is presented in each student's graduation display as a representation of his or her work at our high school.

Clothing Design

12th Grade

In this block students explore the design of clothing from both a practical and a fashion perspective, and bring their knowledge and personal expression together to design and create an article of clothing. Skills taught include drafting a pattern from an article of clothing, altering the pattern, calculating the fabric needed, planning out the procedure for sewing and sewing the article of clothing.



Arts Electives:

Focusing on the Landscape

During this Fine Arts Advanced Studio Elective students focus on using the autumnal landscape of Vermont as inspiration, including farms, gardens and local food. Students work with a variety of drawing, painting and collage materials to develop their pieces. They create a plan for their final project with the help of the instructor and choose from materials and approaches discussed in class.

Two-dimensional Design

After studying the work of Louis Tiffany at the Shelburne Museum, students draw images from the natural world and manipulate them to achieve in different media effects similar to the ones achieved by Tiffany. A focus of this class is to develop an understanding of the principles of two-dimensional design.

Block Printing

Students design and create their own woodcut designs, using principles of pattern, repetition, and composition to create a portfolio of work.

Figure Drawing

Students explore many approaches to the human figure, using gesture studies, contour studies, modeled drawings and portrait exercises to create more involved drawings.

Sumi-e Painting and Japanese Poetry

This class, jointly taught by a humanities and art teacher, combines the study of Japanese poetry with the study of Japanese ink painting, or Sumi-e. Students work with inks and washes to create their own designs in the style of the Japanese form.

Moving Toward Abstraction

Students study the Abstract Art movement and explore in their own artwork what it means to break away from traditional representation of physical objects.



Performing Arts

We invite every student to engage with the arts through drama, movement, and music, literally finding a voice to express him or herself. Our music curriculum includes a required chorus class that culminates in a major performance of a master choral work, and music electives.

Play Performances

10th & 12th Grade

Students study techniques of acting and design through the performances of their 10th and 12th grade class plays. All students work on and off stage. In addition to performing and studying the history of acting methods, students study technical design by taking up lighting, set, and costume design. Some students also take on directing roles. Students also study the historical and social significance of culturally important plays. At the high school, plays are taken as an opportunity to study masters like Shakespeare, Shaw, Lorca, Wilde, and Williams, as well as an opportunity to deeply explore the challenging social themes that these writers raise.



Physical Education & Outdoor Education

We are committed to awakening or making stronger your connection to nature and physical movement—because we know that is a sure way to help you find out who you are, and what you are capable of. We do this through a four-year curriculum of daily movement, day trips, and wilderness overnight trips that involve adventure, academics, community living, farming, and the practice of traditional skills.



Our physical education activities include snowshoeing, hiking, alpine skiing, snowboarding, canoeing, yoga, dance and Tai-Chi.

Daily Movement and Outdoor Education Days

Our daily movement program is in many ways preparation for our larger Outdoor Education days and expedition trips. Each school day starts with 30 minutes of activity to “warm up” for academics. Often the activity is physical, including walking, biking, or snowshoeing, depending on the season. Ballroom and traditional dance are also part of our program.

Five times a year the entire high school community takes on Outdoor Education Days. Activities typically include extended hikes and snowshoeing trips, orienteering, and tracking.

Outdoor Trips

Each of our outdoor trips starts by building and tending the sense of community within the group, teaches sequenced skills, and culminates in an experience in which you will practice what you have learned—often without the help of your teachers and guides. We find that class

communities are always strengthened by the outdoor experience that carries back into day-to-day life.

Natural history and environmental science lessons are taught in the field, and you will learn to discern, observe and draw conclusions coming out of your physical senses. This experiential learning is central to our curriculum.

You will take on new physical chores and adventures, learn handcraft skills, and prepare and eat healthy meals together. You will have time and space for solitary reflection, and experience a balance of freedom and responsibility that will challenge you. We can promise that our outdoor education will show you new sides of yourself.

Outdoor Education Curriculum

9th Grade: Geology camping trip, Winter camping trip

10th Grade: Lake Champlain canoeing “Odyssey” (while reading Homer’s Odyssey), Hydrology camping trip

11th Grade: Backpacking, Farm community service trip

12th Grade: Hermit Island Zoology trip (with four other Waldorf twelfth grade classes),
Senior trip (includes camping and wilderness experience)



Senior Projects

The Senior Project is a capstone experience to a student's Waldorf education. Beginning at the end of eleventh grade, students start to do preliminary research in an area of personal interest. Seniors work with the Senior Project Committee, in class and out of class, to craft the topic into a thesis statement or question that connects out to the wider world. Along the way, students use their toolkit of skills in organization, documentation, and research. Through the academic year, seniors individually work with a Senior Project Mentor, complete appropriate community service that is relevant to their developed topic, journal regularly, write a well-composed paper, and, finally, deliver a well-organized presentation to the community about their area of study.

2018 Senior Project Presentations

Topics include:

- What role does sustainable entrepreneurship play in the VT economy?
- Eating Disorders and Body Image: What are they and how are they influenced by social constructs and social media?
- Understanding the importance of community in the opioid crisis
- How do team and individual sports affect a child's development?
- How can we improve the quality of life and job opportunities for people living with serious mental illness?
- How can using refillable water bottles help reduce plastic waste?

Over the summer between junior and senior year students keep a research journal and bibliography, and refine their topic. By fall they have identified a community mentor with whom they will work closely over the year. Each senior project includes a research component, artistic or practical component, and community service. Each student integrates eight hours of community service into his or her project. You can read about some of the service projects in our [community service section](#).



As students spend 100+ hours with their subject, they encounter and overcome many dead-ends and problems. They learn to persevere through difficulties, find new resources, and examine the subject from multiple perspectives. In the spring of their twelfth-grade year each senior presents an extensive written report and some other product (ranging from a novel to a hand-built telescope) that represents his or her best work. The project is presented to a committee of teachers and community members, and before the entire school. Students learn valuable public speaking skills as they present and explain their work before a group.

For many of our students, the senior project is the most challenging, memorable and ultimately valuable, experience they have at our school.