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FAST FACTS

**Year Founded:** 1867  
**Number of Faculty:** 55  
**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 Northern Vermont 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 26 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, Latin, 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.

*Advanced Placement® is a registered trademark of the College Board and used with permission.*
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.

Our learning community is comprised of nearly 450 students; 90% are day students from dozens of area towns and villages and 10% are international and domestic boarding students from nearly 20 countries.

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 22 credits for the graduating classes of 2021 and 2022. Distribution of credits is as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>Fine and Performing Arts*</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Health Education</td>
<td>½</td>
</tr>
<tr>
<td>Electives</td>
<td>5½</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>
Minimum graduation requirements include 28 credits beginning with the graduating classes of 2023. Distribution of credits is as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>Fine and Performing Arts*</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Health Education</td>
<td>½</td>
</tr>
<tr>
<td>Electives</td>
<td>11½</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

**Physical Education**: One semester of dance may count as ½ credit of Physical Education. One completed season of sports (including 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**

<table>
<thead>
<tr>
<th>Numerical Average</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100</td>
<td>4.33</td>
</tr>
<tr>
<td>93-96</td>
<td>4.00</td>
</tr>
<tr>
<td>90-92</td>
<td>3.67</td>
</tr>
<tr>
<td>87-89</td>
<td>3.33</td>
</tr>
<tr>
<td>83-86</td>
<td>3.00</td>
</tr>
<tr>
<td>80-82</td>
<td>2.67</td>
</tr>
<tr>
<td>77-79</td>
<td>2.33</td>
</tr>
<tr>
<td>73-76</td>
<td>2.00</td>
</tr>
<tr>
<td>70-72</td>
<td>1.67</td>
</tr>
<tr>
<td>67-69</td>
<td>1.33</td>
</tr>
<tr>
<td>63-66</td>
<td>1.00</td>
</tr>
<tr>
<td>60-62</td>
<td>.67</td>
</tr>
<tr>
<td>0-59</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Report Cards**

Grades are reported to students and parents five 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 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.

National Athletic Honor Society
The National Athletic Honor Society (NAHS) 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 all sign a NAHS 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, and advisors early in December. This process continues through April as changes in students’ interests and skills become more evident. Parents are encouraged to schedule time with their child’s guidance counselors and advisors during parent-teacher conferences.
addition, parents are encouraged to set up time to meet with their child’s guidance counselors 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, guidance 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. We explore student interests, skills, and values and use those considerations to help students develop their personal college and career plan. We further assist them 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/civil union 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 Northern Vermont University (NVU) which provides an early-college opportunity for qualified students. Admission into the program is by application. Once admitted, students are considered as both LI seniors and NVU freshmen; successful completion results in students receiving a high school diploma from LI and between 24-36 credits awarded from NVU.
Online Classes
Online options are offered through the Vermont Virtual Learning Cooperative (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 Visual Art, English, History 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 planning counselor.

College Credit Courses at Northern Vermont University
Students may enroll in courses not offered at Lyndon Institute which are relevant to other career goals. To be eligible, students are required to: carry a have a cumulative GPA of 3.0 or better; have acquired 15 or more credits; have the approval of the Assistant Head of School for Curriculum and Instruction and their guidance 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 as part of their time with the center.

Upon enrollment, students, parents, and faculty will form an individualized learning plan.

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

*Not available for Virtual Vikings*

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

6 credits will consist of two 3-credit courses in the following areas:

- Automotive Technology
- Diversified Agriculture and Vermont Agronomy
- STEM
- Graphic Arts
- Health Science
- Human Services
- Construction Trades
- Precision Machinery
- Technical Theater
- Welding and Metal Manufacturing
- Bike Tech/Outdoor Recreation

Note that a student will not have to take two 3-credit 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 Manufacturing 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).
Humanities

English • Social Studies

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**

**Freshman Humanities, English**  
*Grades: 9  
Credit: 1*

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.

**Freshman Humanities, English (Honors)**  
*Grades: 9  
Credit: 1*

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, *Freshman 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, English**  
*Grades: 10  
Credit: 1*

Building on the work of *Freshman 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, English (Honors)**  
*Grades: 10  
Credit: 1*

*Prerequisite: B- or better in Freshman 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 *Freshman 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.
American Literature
Grades: 11 - 12
Credit: 1

This survey course provides students with opportunities to further develop their reading, writing, and critical thinking skills. Emphasis is placed on close reading, as well as improving oral and written communication skills. Students are provided with support as they work to recognize the author’s use of literary devices, infer meaning, make connections, and draw conclusions. Students are expected to regularly participate in class discussions and collaborative group work.

American Literature (Honors)
Grades: 11 - 12
Credit: 1

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

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

This 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.

British Literature (Honors)
Grades: 11 - 12
Credit: 1

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

Beginning with the Anglo-Saxon period and ending with the 20th century, this course is designed to improve students’ critical thinking and writing skills through a study of English (British) literature. Class time is primarily discussion-oriented, and is initiated by daily reading questions and occasional cooperative learning exercises. Emphasis is placed on close-reading skills. Students learn the characteristics of literary conventions such as epic, tragedy, satire, and lyric poetry. Emphasis is placed on understanding and applying literary concepts such as theme, symbol, metaphor, and
archetype. Students also learn the principle stylistic and philosophical influences at work during each literary age and how these elements change over time.

**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 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.

**DUAL ENROLLMENT OFFERINGS**

*Not available for Virtual Vikings*

**ENG 1061- English Composition**

*Community College of Vermont*

*Grades: 11 - 12*

*Credit: 1*

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

In this course, students develop effective composition skills and research techniques. Students learn strategies for organizing, evaluating, and revising their work through extensive reading of a variety of essay styles and literary texts; apply writing and research techniques to their papers, and demonstrate proficiency in first-year college-level writing and information literacy.

**ENG 1081- Writing and Reading Strategies for College**

*Northern Vermont University*

*Grades: 11 - 12*

*Credit: 1*

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

This 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 1082- Academic Inquiry**  
Northern Vermont University  
**Grades:** 11 - 12  
**Credit:** 1  

*Prerequisites: Successful completion of ENG 1081- Writing and Reading Strategies for College*

This 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.

**ENG 2135- Technical Writing and Research**  
Community College of Vermont  
**Grades:** 11 - 12  
**Credit:** 1  

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

This course examines the principles and methods of technical writing. Students explore a variety of methods and approaches for creating technical texts, including documents that demonstrate proficiency in the writing of reports, correspondence, manuals, proposals, articles, and specifications. Students must complete a final research paper achieving a grade of C- or better in order to pass this course.

**SOCIAL STUDIES**

**Freshman Humanities, Social Studies**  
**Grades:** 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.

**Freshman Humanities, Social Studies (Honors)**  
**Grades:** 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, Social Studies**  
**Grades:** 10  
**Credit:** 1

Springing from the work of Freshman 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, Social Studies (Honors)
Grades: 10
Credit: 1

Prerequisite: B- or better in Freshman 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 Freshman 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

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 1
Grades: 11 - 12
Credit: ½

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.

Civics and Constitutional Law 2
Grades: 11 - 12
Credit: ½

This social studies elective is for students who are interested in continuing their study of the American government. In this course, students will be provided with opportunities to review concepts of the US Constitution and Bill of Rights as well as to gain in-depth knowledge of criminal, juvenile, and civil law. Students will demonstrate their knowledge and understanding of the law through personal reflections and other writings using legal precedents, as well as class discussions, projects, and tests. Students will engage in a variety of classroom mock trials as a way to further demonstrate their knowledge and understanding.

Genocide and Human Rights
Grades: 11 - 12
Credit: 1

Prerequisite: Teacher recommendation

This social studies elective is divided into two parts. The first 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. Second semester 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: ½*

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.

**Sociology 1**  
*Grades: 10 - 12*  
*Credit: ½*

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.

**Sociology 2**  
*Grades: 10 - 12*  
*Credit: ½*

This social studies elective is for students who are interested in learning about social science research. Students will first review major concepts from Sociology 1. Students will then be provided with the information and strategies of social science research as well as the background theories and skills required to critique and design research projects about social issues. Students will engage in a variety of qualitative research methods and will identify and conduct research projects of their choosing.

**Vermont History**  
*Grades: 11 - 12*  
*Credit: ½*

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.
ADVANCED PLACEMENT OFFERINGS

AP Macroeconomics
Grades: 11 - 12
Credit: 1

Prerequisite: Teacher recommendation

AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP Microeconomics
Grades: 11 - 12
Credit: 1

Prerequisite: Teacher recommendation

AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP United States History
Grades: 11 - 12
Credit: 1

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

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: 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.
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**

*NOT AVAILABLE FOR VIRTUAL VIKINGS*

**PSY 1010- Introduction to Psychology**
Northern Vermont University  
Grades: 11 - 12  
Credit: 1

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

This 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: ½

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.

**Screenwriting**  
Grades: 10 - 12  
Credit: ½

*Screenwriting* is an introductory course designed to teach students the fundamentals associated with the craft of writing for screen. This course will focus on character creation, conflict development, plot, pacing, and the techniques needed to properly format a screenplay along industry standards. Students will create, revise and collaborate on multiple screenwriting projects over the course of the semester. The course will also include analysis of award winning scripts, and students will be responsible for following industry news and keeping up with shifts in the market.

**We Persist**  
Grades: 10 - 12  
Credit: ½

In this class students will explore the lives and careers of people living nontraditional lives and publish a ‘zine (handmade magazine) to share their findings. Through in-person interviews and self-directed research, students in this class will be exposed to those who are living lives challenging the status quo. Whether in STEM, finance, outdoor careers or beyond, this class is intended to ignite the imagination of young people who are typically arbitrarily confined to a certain way of life by our society’s norms and expectations.
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

Freshman Science
Grades: 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.

Freshman Science (Honors)
Grades: 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.

Biology
Grades: 10 - 12
Credit: 1

Prerequisite: Successful completion of Freshman Science

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

Chemistry
Grades: 10 - 12
Credit: 1

Prerequisite: successful completion of Freshman Science or higher and concurrent enrollment in Algebra 1 or higher.

This laboratory course includes the following topics: atomic theory, bonding, solutions, chemical reactions, behavior of gases, interaction of energy and matter, and the history/background of chemistry. In addition to these traditional chemistry topics, the course links concepts from previous courses, specifically Freshman Science, by exploring biochemical processes. Upon successful completion of this course, students will have the basic foundations and proficiencies of biology and chemistry.

Chemistry (Honors)
Grades: 10 - 11
Credit: 1

Prerequisite: B- or better in Freshman Science (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, chemical reactions, gas laws and organic 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

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.

Human Anatomy and Physiology
Grades: 11 - 12
Credit: 1

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

*Human Anatomy and Physiology* is designed to provide students with a general understanding of the human body and how it functions. It is targeted toward students who wish to pursue an interest in the healthcare fields.

Physics
Grades: 10 - 12
Credit: 1

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

*Physics* is a year-long 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 Freshman Science 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 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 first quarter will culminate in a student-led publication that will educate the community about recent scientific advances and challenges. Second quarter will finish with interest-based projects and a presentation of findings in an all-school assembly.

ADVANCED PLACEMENT OFFERINGS

AP Chemistry
Grades: 11 - 12
Credit: 1

Prerequisite: 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.

**AP Physics 1**  
*Grades: 10 - 12*  
*Credit: 1*

Prerequisite: 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.

**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.

**DUAL ENROLLMENT OFFERINGS**  
*NOT AVAILABLE FOR VIRTUAL VIKINGS*

**BIO 1211- Introduction to Biology: Ecology and Evolution**  
*Northern Vermont University*  
*Grades: 11 - 12*  
*Credit: 1*

*Note: there is a potential lab fee.*

This course introduces biology through the “process of science” with hands-on field and laboratory experiments. Concepts may include the evolutionary history of biological diversity, ecology, the biosphere, and conservation biology.

**BIO 1212- Introduction to Biology: Cells and Genetic Basis**  
*Northern Vermont University*  
*Grades: 11 - 12*  
*Credit: 1*

*Note: There is a potential lab fee.*

This 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.

**ENV 1080- Introduction to Environmental Science**  
*Northern Vermont University*  
*Grades: 11 - 12*  
*Credit: 1*

*Note: There is a potential lab fee.*

Prerequisite: Successful completion of a life science course (such as Biology) and physical science course (such as Physics, Chemistry, or Physical Science)

This 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 pro-
cesses 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, biomimicry, environmental toxicology, living machines, phytoremediation, bioremediation and green chemistry. Central to this course are semester-long student projects.

**MATHEMATICS**

**Pre-Algebra**
*Grades: 9 - 10*
*Credit: 1*

*Pre-Algebra* is a year-long 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, estimation, numerical representation and operations in decimals, fractions, and mixed forms, algebraic expressions and equations, functions, ratios and proportions, data tables and graphs, and descriptive statistics.

**Topics in Mathematics**
*Grades: 10 - 12*
*Credit: 1*

*Prerequisite: Pre-Algebra or teacher recommendation*

*Topics in Mathematics* is a year-long course that is designed to enrich students’ understanding of fundamental concepts in arithmetic, geometry, and algebra in preparation for *Algebra 1*. It is designed primarily for students who have completed *Pre-Algebra* but are not yet ready for *Algebra 1*, and employs an alternative, problem-centered curriculum that emphasizes connections between different areas of mathematics.

**Personal Finance**
*Grades: 11 - 12*
*Credit: ½*

*Prerequisite: Successful completion of Algebra 1 or higher*

This course will provide students with the knowledge and skills necessary to manage financial resources effectively for a lifetime of financial well-being. Financial literacy is an essential skill for all students. This course will cover the following topics: career, taxes, checking, savings, paying for life after high school (college, trade school, entering the workforce and living on your own, or starting your own business), types of credit, managing credit, investing, insurance, and budgeting.

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

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

*Algebra 1* is a year-long 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)**
*Grades: 9 - 12*
*Credit: 1*

*Prerequisite: Teacher recommendation*

*Algebra 1 (Honors)* is a year-long 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

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 year-long 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. 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 year-long course connecting and extending major themes from Algebra 1 and Geometry. Major units and topics include the analysis of polynomial, exponential and logarithmic functions, right-triangle and circular trigonometry, analytic geometry, data analysis, and basic probability and statistics.

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 year-long course connecting and extending major themes from Algebra 1 Honors and Geometry Honors. Major units and topics include the analysis of polynomial, exponential and logarithmic functions, right-triangle and circular trigonometry, analytic geometry, data analysis, and basic probability and statistics. This course moves at an accelerated pace to allow the study of additional topics and extensions including complex numbers and basic trigonometric identities.
Geometry in Construction  
**Grades: 10 - 12**  
**Credit: 1**  

*Prerequisite: Successful completion of Algebra 1*

*Geometry in Construction* is an alternative approach to learning *Geometry*. This course contextualizes geometry into construction so students can directly apply geometry principles to design and build. This course is recommended for students interested in pre-engineering, architecture, construction management, interior design, landscape architecture, construction trades, and surveying. No previous construction experience is needed. Students will learn machine and tool use and safety, problem solving, and drawing interpretation. Throughout the course students will be exposed to practical skills in building and carpentry trades by constructing various projects using wood and other building materials. While working on those projects, students will discover the interdependence between algebra and geometry along with a core set of geometry facts involving area, perimeter, volume, transformations, congruence, Pythagorean theorem, similar figures, trigonometry, quadrilateral properties, and circle properties.

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, advanced trigonometry, probability, sequences and series, and analytic geometry.

Precalculus (Honors)  
**Grades: 11 - 12**  
**Credit: 1**  

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

This 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.

**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 full-year college-level mathematics course that extends students’ understanding of functions, algebra, and trigonometry. The course centers around three interrelated concepts: limits, derivatives, integrals. Each provides students with unique insights into functions and the study of change. Technology is used extensively in this course.

AP Calculus BC  
**Grades: 11 - 12**  
**Credit: 1**  

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

*AP Calculus BC* is a year-long 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
*Not available for Virtual Vikings

MAT 1020- Intermediate Algebra
Northern Vermont University
Grades: 11 - 12
Credit: 1

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

This course offers a review of the fundamental concepts of algebra and an introduction to functions. Topics include linear and quadratic equations, inequalities, exponents, radicals, scientific notation, function and graphs, factoring, systems of equations, and polynomial and rational functions.

MAT 1060- Problem Solving with Mathematics
Northern Vermont University
Grades: 11 - 12
Credit: 1

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

This course provides problem solving methods that are needed when addressing questions involving mathematics. Examples incorporate many areas of mathematics, especially geometry, algebra, probability, and statistics. Analysis of data in graphs, charts, and tables is emphasized. Some work is in groups and with available technology. There is a writing component in this course.
The World Languages faculty prepare students for global readiness. We believe that language is at the heart of the human experience and they 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.
Latin 1  
Grades: 9 - 12  
Credit: 1

*Latin 1* introduces students to Latin language through a blended grammar/reading approach and enriches their understanding of English grammar and word derivation. The world of the ancient Romans is also explored with units focusing on Greek and Roman culture and mythology.

French 1  
Grades: 9 - 12  
Credit: 1

This is a success-oriented approach to French that emphasizes speaking and listening skills developed through student interaction and hearing native speakers on audio and video files. Writing and reading skills are developed.

French 2  
Grades: 9 - 12  
Credit: 1

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

Continued emphasis is placed on speaking and listening skills, as well as fundamental grammar and writing. Students progress from basic sentence structure to the more complex paragraph. Continued use is made of the textbook, exercise book, and tapes.

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

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

Speaking and listening skills continue to be emphasized, along with vocabulary and grammar. Students express abstract ideas in the language, often for the first time. Students are expected to speak French in class as part of the overall evaluation rubric.

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

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

Students study poetry and prose, creatively write, continue to build vocabulary and grammar skills, and are expected to speak French at all times.

Spanish 1  
Grades: 9 - 12  
Credit: 1

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.

Spanish 2  
Grades: 9 - 12  
Credit: 1

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

Students will continue to hone their skills speaking, listening, reading, and writing in Spanish. By the end of the course, students will be able to more comfortably use Spanish when communicating with the teacher or their peers. They will begin to use different tenses and practice by asking and answering questions to promote more detailed conversations. Vocabulary and grammar development, as well as listening comprehension and writing, will also be major components of class. The idea is to gain fluency while also enjoying the experience.
Spanish 3 (Honors)
Grades: 10 - 12
Credit: 1

Prerequisite: B- or better in Spanish 2 or teacher recommendation.

Students will use Spanish as their primary means of communication in class. Accordingly, lessons are primarily taught in Spanish. While vocabulary and grammar development, as well as listening comprehension, continue to be major components of the class, there is a larger emphasis placed on conversational and writing skills. The cultural component of the class utilizes current events from the Spanish speaking world. Students will also interview native Spanish speakers on campus and in the community. By the end of the course, students will confidently use new tenses, verbs, and vocabulary learned and should be able to communicate on an intermediate level in conversational interactions and writing.

Spanish 4 (Honors)
Grades: 11 - 12
Credit: 1

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

Students will use Spanish as their primary means of communication in class. Accordingly, lessons are taught primarily in Spanish. While vocabulary and grammar development as well as listening comprehension continue to be major components of class, there is a larger emphasis placed on conversational skills, as well as reading and writing beyond the intermediate level. The cultural component of the class is addressed by doing weekly current events blog from the Spanish speaking world in the target language with all students making comments. Students will read poetry and literature in the target language and discuss the various interpretations. Students will regularly look at a variety of music and media to listen to native speakers. There are numerous speaking and conversational projects in order to get students using the language by speaking regularly in class. Students will prepare and teach a simple lesson in a nearby school. By the end of the course, students will confidently use new tenses, verbs, and vocabulary learned, and should be able to communicate on an advanced level in conversational interactions and writing.
Throughout its history Lyndon Institute has served international students from many different countries. Our mission is to prepare our non-native English speaking students to succeed in both academic and social settings using English. We are committed to meeting the academic and social needs of each student through an individualized, rigorous, comprehensive immersion program of English classes that focus on the student’s language proficiency. The program centers on building the reading, writing, speaking, and listening skills while developing vocabulary and grammar. Our complete curriculum readies our non-native speakers for taking the TOEFL exam, for success in our academic curriculum, and for the rigors of studying English at the university level.
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

ESOL Humanities 1
Grades: 9 - 12
Credit: 2
In this year-long interdisciplinary course, students who are relatively new to the study of English will build a solid foundation in the language by focusing on the elementary aspects of it. Students will also gain an introduction to the study of humanities.

ESOL Humanities 2
Grades: 9 - 12
Credit: 2
Prerequisite: Teacher recommendation
In this year-long interdisciplinary course, students with limited proficiency will improve their foundation in English by focusing on the crucial aspects of the language. Students will also expand their knowledge in humanities by asking deeper questions about what it means to be human through a study of the American experience.

ESOL (Intermediate)
Grades: 9 - 12
Credit: 1
Prerequisite: Teacher recommendation
In this year-long course, students improve their fluency in all areas of their English language development. The course focuses on continued vocabulary development and reading skills. Students improve listening comprehension, speaking, and pronunciation skills. They also improve their ability to write multiple-paragraph compositions that demonstrate the organization of ideas, the use of a thesis statement, and the inclusion of supportive elements.

ESOL (Advanced)
Grades: 9 - 12
Credit: 1
Prerequisite: Teacher recommendation
In this year-long course, advanced English language learners solidify their skills in all aspects of their language acquisition to include reading, writing, listening and speaking. Students discover how to use and extend their vocabulary, grammar, and communication skills more consciously and effectively for academic purposes.
Career and Technical Education

*Not available for Virtual Vikings

Career Pathways • Health & Fitness
Fine and Performing Arts

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.
**Career Pathways**

*Not Available for Virtual Vikings*

**Apprenticeship**

*Grades: 11 - 12*

*Credit: 3*

*Prerequisite: Permission of guidance counselor and CTE director*

Students engaged in an apprenticeship must be classified as participating in one of the three types of student apprenticeship, as defined by the Vermont Agency of Education.

- Students learn higher level job and employability skills in the apprenticeship site.
- Students observe and participate in practical applications of academic concepts.
- Students work towards achieving individual goals and objectives.

Students will be required to participate in seminars. Seminars provide students with opportunities to better understand their student apprenticeship experiences and enhance their learning. Seminar schedules can vary from three meetings per term to as often as once a week.

**Introduction to Automotive Technology**

*Grades: 9 - 12*

*Credit: ½*

*Introduction to Automotive Technology* is designed to introduce students to the basic theory, operation, and systems of the automobile. Emphasis is placed on safe work habits and skills essential for success in the automotive workplace. Students can earn a third-party industry recognized credential for passing the course curriculum. Instruction is a combination of lecture and hands-on experience.

**Automotive Technology 1**

*Grades: 11 - 12*

*Credit: 3*

*Prerequisite: Successful completion of Introduction to Automotive Technology or teacher permission*

This course introduces students to basic theory and operation of the automobile, and is intended to prepare students to enter the field of automotive service or enrollment in a related technical college or school upon graduation. Emphasis is placed on safe work practices and habits essential for success in the workplace. Students are taught the theory of various systems, along with repair, using online curriculum, lecture, demonstration, video presentation, and hands-on instruction. Contact with car owners, automotive parts suppliers, and car dealers are also a part of student training.

**Automotive Technology 2**

*Grades: 12*

*Credit: 3*

*Prerequisite: Successful completion of Automotive Technology 1 or teacher recommendation*

This course is a continuation of Automotive Technology 1. Students will continue the study of automobile systems. Students are taught a deeper theory of all systems, along with repair, using online curriculum, lecture, demonstration, video presentation, and hands-on instruction. While the emphasis will be on honing the skills they learned in Automotive Technology 1, the students will be instructed in the use of on-board diagnostic systems and scanners to diagnose automobile computer systems. This course is based on the skills required for Automotive Service Excellence (ASE) certification.

**Powersports**

*Grades: 10 - 12*

*Credit: 1*

*Prerequisite: Successful completion of Introduction to Automotive Technology*

This course is a partnership with Polaris Industries in which students receive specialized training to service Polaris products and helps provide students with small engine mechanics skills. In this course, students will learn how to effectively service, diagnose, and repair off-road vehicles, 4-wheelers, and other recreational vehicles, as well as diagnosis and repair of gasoline and diesel engines, transmissions, and electrical, brake, steering and suspension systems.
**Website Builder Design**  
*Grades: 9 - 12*  
*Credit: ½*

Students in this class will explore website design, its history, functionality, and purpose. The top 10 website builders will be explored and students will complete websites within each builder. Students will use Adobe Photoshop CC to build layouts and edit imagery. Students will also use Adobe Muse to create a responsive website as part of the culmination of completion in this class. Students will be expected to use specific, measurable, and achievable goals to complete their web projects. Students will need to plan, design, build, and present their websites.

**Introduction to Project Bike Tech**  
*Grades: 9 - 12*  
*Credit: ½*

Students in the *Introduction to Bike Tech* will learn the basics about the cycling industry, shop safety, and be introduced to the major bike systems (wheels, brakes, and drive train). Students will have a mix of both classroom and lab time to learn the basics of bike mechanics.

**Project Bike Tech 1**  
*Grades: 10 - 12*  
*Credit: 3*

Students in *Project Bike Tech 1* will learn and be able to apply the necessary skills to work as a professional bike mechanic. In addition, this course will provide a stepping stone to a multitude of cycling industry careers including but not limited to: engineering, fabrication, marketing, graphic art, sales, writing for publication, trail building, fit specialist, and event management. Students will have a mix of both classroom and lab time, all focused on the skills necessary to succeed in the 21st Century cycling industry. Students who pass the level 1 exam and complete the course in an exemplary manner, will receive credit for passing the Park Tool Basic Mechanic Course and receive that certification.

**Project Bike Tech 2**  
*Grades: 11 - 12*  
*Credit: 3*

*Prerequisite: Project Bike Tech 1*

Students in *Project Bike Tech, Level 2* will review all the major systems taught during the level 1 course plus wheel building and shocks. Students will spend the first semester honing their mechanic skills and understanding of the cycling industry before embarking on work placed learning for the second semester. The work placed learning will occur through internships at local businesses that are sponsors of the Project Bike Tech program.

**Career and Technical Exploratory**  
*Grades: 9 - 10*  
*Credit: 3*

*Prerequisite: By teacher recommendation*

This class provides students with skills that will prepare them to be successful in specific technical programs. Students will have an opportunity to explore up to six technical programs throughout the year, and will reflect on their experiences and how the technical careers integrate into the local, regional, national, and global social environment. Student experiences focus on reflection, critical thinking, reasoning, problem-solving, and entrepreneurial thinking. Students will earn one English, one social studies, and one elective credit for each year of Career and Technical Exploratory completed successfully.

**Cooperative Work Experience**  
*Grades: 11 - 12*  
*Credit: 3*

*Prerequisite: permission of CTE director and teacher recommendation*

Integrating on-the-job, practical field experience with academic studies and cooperative work experiences (cooperative education or co-op) offers students a chance to extend the classroom into a workplace setting. Co-op experiences are both paid and unpaid, and result in graded academic credit for students. Co-op placements can extend over several terms or years, depending on the...
nature of the experience and the needs of the student. When students participate over several terms at the same site, they are expected to show a progressive trend toward new experiences and competencies. Credits / proficiencies assessed will be articulated in the student’s personal learning plan. Credit-bearing activities will be varied, but may include topics such as job search skills and techniques, how to develop goals and objectives, education and discussion on workplace issues such as sexual harassment, workplace ethics, managing conflict, responding to criticism, labor laws, discrimination, and professionalism, guest speakers, round-table discussions, team projects, career exploration activities, and similar.

Work Based Learning

Grades: 11 - 12
Credit: 1

Prerequisite: permission of Guidance Counselor

A structured work experience is a competency-based, educational experience which occurs at the work site, is tied to a student’s curriculum, and is articulated in the student’s personal learning plan. The experience is guided by a training plan which coordinates and integrates a student’s school-based instruction with a work site experience. The training plan is an agreement between the school, employer, and the student that specifies the occupational skills, employability skills, and the academic standards that the student will achieve in the work experience. It also defines the relationships and responsibilities of all involved and describes the evaluation process. Student progress in achieving the learning goals in the training plan is supervised and evaluated collaboratively by appropriate school and work site personnel. Work site supervisors/mentors also help students use appropriate workplace skills to resolve real problems. The paid work experience may occur in a public, private, or non-profit organization. Academic credit is usually granted in the subject area included in the training plan. The employer is under no obligation to offer regular employment to the student subsequent to the paid work experience. Both the school and the employer must abide by the Fair Labor Standards Act, child labor laws, and minimum wage laws.

Introduction to Diversified Agriculture

Grades: 9 - 12
Credit: ½

This class integrates the theoretical and practical aspects of small-scale, diversified organic farming in a greenhouse and field cropping setting. This two semester class explores both the academic and hands-on aspects of sustainable gardening practices and alternative energy resources for agriculture. Subjects include alternative energy, seasonal crop production, safe use of tools, irrigation, nutrient management using sustainable resources, plant breeding for seed production, non toxic weed and pest control, as well as direct and wholesale marketing of crops and greenhouse produced plants.

Diversified Agriculture

Grades: 11 - 12
Credit: 3

Prerequisite: Introduction to Diversified Agriculture or teacher recommendation

The rapidly developing economic and scientific environment forces farmers and agricultural industries to adapt quickly. This course is designed to help students recognize the need to compete for customers on an international level while simultaneously meeting an increased demand for locally grown products. Diversified Agriculture students combine animal, plant, and soil sciences with business and management training to be ready to engage with the complex agricultural and business world in a variety of settings.

Driver Education

Grades: 9 - 12
Credit: ½

Prerequisite: Students must 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 learner’s permit. Priority by grade and date of birth.
Introduction to Engineering  
**Grades: 9 - 12**  
**Credit: 1**

Students will have an opportunity to investigate engineering and high-tech careers. They will employ engineering and scientific concepts in the solution of engineering design problems. They will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also will learn how to document their work and communicate their solutions to their peers and members of the professional community.

Architectural & Civil Engineering  
**Grades: 11 - 12**  
**Credit: 1**

*Prerequisite: Successful completion of Introduction to Engineering or teacher recommendation*

Students learn about various aspects of civil engineering and architecture and apply their knowledge to the design and development of residential and commercial properties and structures. In addition, students use 3D design software to design and document solutions for major course projects. Students communicate and present solutions to their peers and members of a professional community of engineers and architects. This course is designed for juniors and seniors.

Principles of Engineering  
**Grades: 10 - 12**  
**Credit: 1**

*Prerequisite: Successful completion of Introduction to Engineering or teacher recommendation*

In *Principles of Engineering*, students build and program a basic robot, then use it to conduct experiments demonstrating physics and mechanical properties, adding sensors and mechanisms. Principle of Engineering concludes with a capstone project featuring competitive instructional strategies.

Robotics 1 & 2  
**Grades: 10 - 12**  
**Credit: 1**

*Prerequisite: teacher recommendation*

*Robotics 1 & 2* is a 100% hands-on class that dissects how to create a task-driven robot from the ground up. The platform is based on the FIRST Tech Challenge (FTC) yearly competition. With this end goal in mind, the course moves through the design and build stages of robotics, including physical structure through modeling, electrical wiring and computer cabling, programming and troubleshooting. The course ends this unit in March at the Regional FTC Championship, aspiring to go to the national competition. After the event, students begin work on their final projects - a fully self-designed, built and programmed robot.

Introduction to Human Services  
**Grades: 9 - 12**  
**Credit: ½**

*Introduction to Human Services* is a practical course focused on problem solving, research, critical thinking, and career decision making. Professional opportunities within the cluster of health, human, and public service are identified and analyzed. Career investigation includes the areas of elder and intergenerational care services as well as family and social services.
Human Services Careers
Grades: 11 - 12
Credit: 3

Prerequisite: Concurrent enrollment in both Human Services 1 and Human Services 2 per semester through Community College of Vermont. Course offerings rotate over two years.

This course is for students who are interested in careers relating to infant/early childhood development and elder care services. Students will develop foundation skills in human services careers in accordance with a State Department of Education approved competency and task list. In addition to classroom work, students will participate in a variety of field experiences to observe professionals in their workplace and to discuss career opportunities and employer expectations.

Introduction to Health Care Careers
Grades: 10 - 12
Credit: ½

This introductory course is available to students with an interest in exploring the field of healthcare and serves as the foundational course within the Allied Health Program. This course will allow students to receive initial exposure to various careers in medical professions. Students can expect to explore healthcare careers, healthcare systems and trends, environmental safety and infection control, professionalism and employability skills, and basic human biology. Upon successful completion, students will be eligible to obtain Healthcare Provider CPR and Bloodborne Pathogens OSHA certifications.

Introduction to Construction Trades
Grades: 9 - 12
Credit: ½

This course introduces students to the construction and maintenance industry. This is accomplished by exploring employment possibilities in the various manual trades including but not limited to safety, tools, materials, and training requirements. Topics to be covered are employment, materials, hand and power tool use, safety, construction drawings, window and door installation, floor framing, wall framing, roof framing, concrete, and stair construction. Students will be introduced to construction drawings and their various uses.

Construction Trades 1
Grades: 11 - 12
Credit: 3

Prerequisite: Successful completion of Introduction to Construction Trades or teacher recommendation

This program is for students who wish to enter a building trades (construction or maintenance) career field. They are provided entry-level, industry-validated, hands-on training that prepares the student to enter and be successful in the job market. The Construction Trades program includes studies in basic shop skills, aspects of carpentry, concrete, electrical wiring, plumbing, painting, and estimating. Interactive computer-aided training is used to enhance students’ 21st-Century work skills. Students will also participate in resume writing and job interview techniques.

Construction Trades 2
Grades: 11 - 12
Credit: 3

Prerequisite: Successful completion of Construction Trades 1 or teacher recommendation

This program is for students who have successfully completed Construction Trades 1 and are interested in refining the skills they have learned and exploring careers in the trades industry in-depth. Students will have the opportunity to participate in work experiences and/or internships through guidance in the classroom and with a professional in the community serving as a mentor.
Students will demonstrate the 21st-Century work skills previously learned and develop an understanding of the soft skills required to be successful in the trades field.

**Introduction to Computerized Numerical Control (CNC) Programming**

*Grades: 9 - 12*

*Credit: ½*

*Introduction to Computerized Numerical Control (CNC) Programming* focuses on integrating desktop computers and computerized machines in manufacturing. In modern CNC systems, end-to-end component design is highly automated using computer-aided design (CAD) and computer-aided manufacturing (CAM) programs. Students will use the most up to date computers and software programs to produce a CAD file that is interpreted by CAM to create the commands needed to operate a particular machine using a postprocessor. Students then load their program into the CNC machines to manufacture the designed part.

**Advanced Manufacturing 1**

*Grades: 11 - 12*

*Credit: 3*

**Prerequisite: Introduction to Computerized Numerical Control (CNC) Programming or teacher recommendation**

This course will provide students with in-depth exposure to precision design manufacturing and the career opportunities available. Safety practices, blueprint reading, use of Surfcam and Keycreator software, and math as it applies to program development are included in the curriculum. Projects for skill software development will be assigned. Some of the projects will be for individual students and others will benefit the community.

**Introduction to Woodworking**

*Grades: 9 - 12*

*Credits: ½*

*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.
<table>
<thead>
<tr>
<th>Course</th>
<th>Grades</th>
<th>Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction to Welding</strong></td>
<td>9 - 12</td>
<td>½</td>
<td><em>Introduction to Welding</em> is recommended to students interested in careers associated with manufacturing and fabrication. Studies focus on materials production, properties and use. Students use tools and machinery to cut, form, and fasten a variety of metal material.</td>
</tr>
<tr>
<td><strong>Welding &amp; Metal Fabrication 1</strong></td>
<td>11 - 12</td>
<td>3</td>
<td><em>Prerequisite: Introduction to Welding or teacher recommendation</em></td>
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<td></td>
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<td>The first-year welding student is introduced to basic welding skills in gas welding, brazing, soldering, oxygen cutting, and stick arc welding. Basic equipment instruction in the use of grinders, drill presses, and others is introduced. Measuring tools are also introduced and include squares, micrometers, calipers, protractors, and compasses. Students also learn skills in scale drawing and design work, the properties of metals, the use of work orders, inventory sheets, materials lists, and estimation of cost sheets.</td>
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<tr>
<td><strong>Welding &amp; Metal Fabrication 2</strong></td>
<td>11 - 12</td>
<td>3</td>
<td><em>Prerequisite: Welding &amp; Metal Fabrication 1 or teacher recommendation</em></td>
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<td>Students in this course will learn advanced welding skills in MIG, TIG, and ThermoPlastic welding, and further develop their skills in sheet metal work. The sheet metal work includes hands-on operation of metal brakes, squaring shears, power shears, rollers punches, and hand tools, with layout work, and blueprint reading.</td>
</tr>
<tr>
<td><strong>Welding for the Artist</strong></td>
<td>10 - 12</td>
<td>½</td>
<td><em>Prerequisite: Successful completion of Introduction to Welding or higher</em></td>
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<td>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.</td>
</tr>
</tbody>
</table>
| **STEM 1**                                | 10 - 12      | 3      | Students in the *Science, Engineering, Mathematics, and Technology* program (*STEM*) will have an opportunity to investigate and experience engineering and innovation-focused careers. They will employ engineering and scientific concepts in the solution of applied-science problems. They will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Through solving real-world problems, in a project-based environment, students will learn how to apply classroom principles to practical problems. Students also will learn how to document their work and communicate their solutions to
their peers and members of the professional community. Students will move through two semesters of focused scientific and engineering fields-of-study. First, they will explore and experience civil engineering and architecture. Next, students will study and apply green energy and the principles of sustainable building.

STEM 2
Grades: 11 - 12
Credit: 3

Prerequisite: Successful completion of STEM 1 or teacher recommendation

Students in the Science, Engineering, Mathematics, and Technology program (STEM) will have an opportunity to investigate and experience engineering and innovation-focused careers. They will employ engineering and scientific concepts in the solution of applied-science problems. They will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Through solving real-world problems, in a project-based environment, students will learn how to apply classroom principles to practical problems. Students also will learn how to document their work and communicate their solutions to their peers and members of the professional community. In year two, students will focus efforts on coding, programming, and robotics. In their last semester, students will individualize their approach to innovation, design, and complete their STEM Capstone project.

DUAL ENROLLMENT OFFERINGS
*NOT AVAILABLE FOR VIRTUAL VIKINGS

Allied Health 1
Grades: 11 - 12
Credit: 3
BIO 1140- Human Biology
Community College of Vermont

Prerequisite: Successful completion of Introduction to Health Care Careers or teacher recommendation

This year-long course is offered to students age 16 and above (in grades 11 or 12) and focuses on the basics of human biology and the art and skill of caregiving. The primary focus in their first semester is to introduce students to human biology basics and the role of the nurse assistant. Students will apply this knowledge as they are provided with classroom instruction, lab practice and clinical experience necessary to take the Vermont Board of Nursing Nurse Assistant Exam during the second semester. Students with passing accuplacer scores are eligible to earn 3 college credits for Human Biology with Community College of Vermont in the 2nd semester. With a Licensed Nursing Assistant license, students are prepared to personalize Allied Health year 2 toward: continued college preparation, gaining work experience, further career exploration, or a combination of these, depending upon the preference of the individual.

Allied Health 2
Grades: 12
Credit: 3
BIO 1030- Introduction to Nutrition
Community College of Vermont

Prerequisite: Successful completion of Allied Health 1 or teacher recommendation

This year-long course is offered only to students in grade 12 who have successfully completed Allied Health Year 1 and are a Licensed Nursing Assistant in the state of Vermont. Students will continue to build their medical vocabulary as they challenge themselves to earning up to 6 health science related college credits. Throughout the year, students will also be placed in shadow experiences within their specified area of interest to allow each to acquire valuable observational experience and the opportunity to interact with medical professionals. Students will acquire the work experience and professional development hours required to maintain their Vermont LNA license as active.
**Introduction to Graphic Arts Photoshop CC**

**Grades:** 9 - 12  
**Credit:** 1  
**DES 1025- Image Manipulation**  
Northern Vermont University

This course focuses on the use of the design industry’s standard electronic image alteration program(s). The instruction consists of exercises that focus on both articulation and visualization of design principles and concepts including manipulating and altering photographic imagery. The instruction includes creative challenges involving typographic and photographic special effects.

(Note: College credit is available to students in grades 11 - 12)

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**Intermediate Graphic Arts**

**Grades:** 10 - 12  
**Credit:** 1  
**DES 1035- Vector Graphics**  
Northern Vermont University

This course provides an in-depth study of composition for two-dimensional design. Students will express concepts in a visual fashion and develop compositional skills through the completion of problem-solving experiences. Instruction includes the fundamentals of color theory and in-depth study of the elements of art and principles of design.

(Note: College credit is available to students in grades 11 - 12)

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**Advanced Graphic Arts**

**Grades:** 10 - 12  
**Credit:** 1  
**DES 1045- Page Layout**  
Northern Vermont University

*Prerequisites: DES 1020 and DES 1025.*

This course covers the technical and creative applications of the industry standard page layout program. The instruction introduces the student to page composition and aesthetic principles involving typographic and spatial interrelationships with exercises involving text manipulation, multi-page document setups, style sheets, and master pages. Instructional emphasis is concentrated on principles of creative layout design as they can be furthered by a technical mastery of this powerful electronic tool.
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

Analogue Photography
Grades: 10 - 12
Credit: ½

In Analogue Photography, students will take photographs using one of three traditional analogue cameras - a pinhole camera, Holga camera, and 35mm camera - and follow a chemical process in a dark room to produce an image onto photographic paper. Additionally, students will gain an understanding of how traditional cameras operate, as well as technical issues of both the camera and the dark room. Through participation in daily lessons and activities, each student will create a small portfolio of darkroom negatives, contact sheets, and prints.

Ceramics
Grades: 9 - 12
Credit: ½

This course is an introduction to the sculptural and functional approaches to working with clay, a tactile material with an amazing range of sculptural possibilities. In this course, students will learn a variety of construction techniques including wheel throwing and how to create functional, decorative pieces by hand. Students will also examine basic glaze techniques and firing methods. This course is designed to teach the foundations of 3-dimensional art and help students discover the vast world of clay.

Water-Based Painting
Grades: 9 - 12
Credit: ½

Students will explore watercolor painting by experimenting with various watercolor techniques including an array of brush strokes, textures, washes, brushes and much more to create a series of small studies that introduce students to basic principles and elements of design. Once familiar with the medium, newfound skills will be developed by creating paintings of basic shapes, flowers, fall leaves, and architectural design.

Acrylic and Oil Painting
Grades: 9 - 12
Credit: ½

In this introductory course, students will explore basic acrylic and oil painting techniques with an emphasis on classical and contemporary applications of both media. They will learn how to apply acrylic and oil to alternative surfaces like wood, silk scarves, and paper. Once familiar with the medium, they will develop their newfound skills further by creating a traditional landscape, art parody, waterfowl imagery, and an old masters reproduction painting.

Introduction to Drawing and Painting
Grades: 9 - 12
Credit: 1

Introduction to Drawing and Painting is an exploratory course emphasizing the use of various media, individual growth, and freedom of expression. This course presents the design elements and principles as they relate to several varied units of study including drawing with graphite, conte crayon, wire sculpture, pen and ink, scratchboard, printmaking, painting and colored pencil. Each student must be disciplined, self-motivated, and skilled at self-evaluation. Art challenges the serious and whole student intellectually, emotionally, and physically to learn by doing. In the studio, the foundation for strong application in two and three-dimensional work is begun.

Studio Art (Honors)
Grades: 11 - 12
Credit: 1

Prerequisite: B- or better in previous fine arts courses (2 credits) or teacher recommendation.

This advanced studio art course emphasizes the development of fine technical skills, compositional organization, and original personal vision. Both classical and contemporary approaches to drawing and 2-dimensional art will receive thorough attention, with particular emphasis on the principles of design and an investigation of a specific visual idea. Ultimately, students will design a portfolio with a minimum of 14 artworks that can be used for both college application and AP Studio Art submission.
ADVANCED PLACEMENT OFFERING

AP Studio Art: 2-D Design or Drawing
Grades: 12
Credit: 1

Prerequisite: 3 credits of fine art and portfolio approval by the Visual Arts Instructor.

Students will create a portfolio of up to 20 works of art that demonstrate inquiry through art and design and development of materials, processes, and ideas. In the spring, students submit their portfolio to the College Board for evaluation based on specific criteria, which includes skillful synthesis of a sustained investigation and quality works of art. AP Studio Art students will be required to work both in and out of school in order to complete their artwork assignments, and will understand artistic integrity. The AP portfolio can be used with college applications when applying to art colleges or universities.

DUAL ENROLLMENT OFFERINGS

*NOT AVAILABLE FOR VIRTUAL VIKINGS

ART 1015- Art Foundations
Grades: 11 - 12
Credit: 1
Northern Vermont University

This course is an introduction to the expressive and aesthetic aspects of art. The process of creating original works of art, composition, color and understanding art from an artist’s point of view will be emphasized.

ART 1410- Digital Photography
Grades: 11 - 12
Credit: 1
Northern Vermont University

This course explores the mechanical and electronic aspects of digital photography, as well as the basic tools of image manipulation. Instruction focuses on composition and the aesthetics of digital images. Access to a digital camera is required.

PERFORMING ARTS

MUSIC

*Not all music offerings are available for Virtual Vikings

Introduction to Band *Not available for Virtual Vikings
Grades: 9 - 12
Credit: ½

This course prepares students for Concert Band, Pep Band, and possibly Jazz Band. Students may choose to study flute, clarinet, saxophone, trombone, mallets, French horn, trumpet, and/or percussion. Basic note reading and introductory instrumental techniques will be learned in the course. This course is offered in the fall semester.

Concert Band *Not available for Virtual Vikings
Grades: 9 - 12
Credit: 1

Prerequisite: Proficiency in a traditional concert band instrument at an early intermediate level or higher or teacher recommendation

Concert 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 Concert Band are eligible to audition for the Northeast District Music Festival, All State Band, and the All New England Music Festival.

Jazz Band *Not available for Virtual Vikings
Grades: 9 - 12
Credit: ¼

Prerequisite: By audition and concurrent enrollment in Concert 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 Concert 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 pit band for drama productions at LI.

**Chorus - LI Voices**  *Not available for Virtual Vikings*
**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**  *Not available for Virtual Vikings*
**Grades: 9 - 12**
**Credit: ¼**

*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**  *Not available for Virtual Vikings*
**Grades: 9 - 12**
**Credit: ¼**

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

*Concert 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 concert 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.

**World Music**  *Not available for Virtual Vikings*
**Grades: 9 - 12**
**Credit: ½**

Students may sign up for the course as often as they wish as the music selections will change each year. Students will play a wide variety of songs from many different genres including, but not limited to, Latin American music, African music and more mainstream selections. Ukuleles, guitar, cajons, mallet instruments and many other instruments will be used in the course. Prior experience is not necessary. Note reading and basic music theory will be taught through hands-on applications. This course is offered in the spring semester.

**Piano Lab**  *Not available for Virtual Vikings*
**Grades: 9 - 12**
**Credit: ½**

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.

**ADVANCED PLACEMENT OFFERING**

**AP Music Theory**
**Grades: 11 - 12**
**Credit: 1**

*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 sing-
ing, 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.

DANCE
*Not available for Virtual Vikings

Dance History
Grades: 9 - 12
Credit: ½

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.

Dance Techniques and Elements
Grades: 9 - 12
Credit: 1

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: ½

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.

Ballet Techniques
Grades: 10 - 12 (grade 9 by teacher recommendation)
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 from ballet technique. Pointe components can be added for students ready for that level of training.

**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.

**Jazz Dance**
Grades: 10 - 12 (grade 9 by permission of the instructor)  
Credit: 1  
*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: ½  
*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: ½ - 1  
*Prerequisite: Successfully 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 own course goals.

**Modern Dance**
Grades: 10 - 12 (grade 9 by teacher recommendation)  
Credit: ½ - 1  
*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
*Not available for Virtual Vikings

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 forums. Students will explore a wide range of performance styles using a variety of acting techniques from Stanislavski, Meisner, Uta Hagen, Peter Brook, and other masters of acting techniques. Additional studies include makeup design for the actor, professional actor preparation, and stage combat. Advanced students will be prepared for more intensive stage work and students interested in pursuing a career in theater will be prepared for professional and college auditions.

Event Production & Management
Grades: 10 - 12
Credit: 1

Theater technicians can expand their knowledge and gain valuable industry experience working for the numerous internal and external events hosted by Lyndon Institute in the Auditorium. Students will acquire the skills they need to effectively manage the technical aspects of events, such as theatrical productions, dance recitals, music concerts, and community forums. After school, evening, and weekend commitments are a required part of this course.

Theater Production Lab
Grades: 9 - 12
Credit: ½

Students enrolled in Theater Production Lab have the opportunity to earn credit for their after school commitment to the Fall Musical and/or the Spring Drama Festival. Each production centers around student-driven collaboration, design, and creativity for all involved. Students may participate as actors or technicians to receive credit.
HEALTH & FITNESS

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.

Personal Fitness
Grades: 9-12
Credit: 1

This course introduces students to the basic fundamental concepts of personal fitness. Emphasis is placed on personal fitness for maintaining a healthy lifestyle. Students will analyze the impact of diet, exercise, stress management, health, and other areas of total wellness on the quality of life.
Mission, Vision, and Our Values

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

OUR VISION
An academically challenging program that inspires lifelong learning.
An engaging and empowering academic environment that nurtures the interests and respects the needs of each student.
A safe and caring community that instills a sense of belonging in every student and supports individual growth and exploration.
Diverse curricular and co-curricular opportunities for students to develop their personal strengths.
A treasured network linking students, teachers, and staff with alumni, parents, and members of the broader community locally, nationally, and across the globe.

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.