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ADMINISTRATION

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JANUARY TERM PARTICIPANTS

Lyndon Institute Community
Recognizing that student interest and motivation are vital to educational success, Lyndon Institute introduced January Term (J-Term) aimed at sparking and rekindling student curiosity.

Between the first and second semesters, after the holiday vacation, students will participate in an “interim” term to immerse themselves in either an intensive study of subjects of their choosing or an internship.

**January Term will be held January 10-28, 2022.**

The areas of study have been constructed from the passions of our students, faculty, and staff. The courses share many of the following attributes and themes:

- Hands-on, applied, active and creative learning activities
- Trips to subject and topic related sites
- Opportunities to learn, practice, and create using tools of the discipline or trade
- Daily reflection and sharing of learning
- Career explorations within the field of study
- Seminars with professionals or experts in the field of study
- Internships
- Building community, valuable life skills/connections, and relationships

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 will be measured against predefined course requirements and objectives and could include: performances, videos, formal presentations, creation of web page resources, certification in a field, a business plan, a journal, a publication, or a product of some type.

**January Term Guidelines**

- All students are expected to participate in a total of 3 blocks per day.
- Grades will be pass or fail and will be part of student transcripts.
- Students will earn credit for courses taken:
  - 1-block course will earn .25 credit
  - 2-block courses will earn .50 credit
  - 3-block courses will earn .75 credit
- Students will be given the opportunity to self-select their January Term classes. No class changes can be made after December 7.
- Seniors, juniors, and sophomores should select different courses from the previous year.
- Students who are enrolled in courses at other schools will continue to attend according to their schedule.
- All students will participate in Exhibition Night on January 27 or 28 (TBD due to athletic scheduling), 2022.
**INTERNSHIPS**

Seniors have priority for internship opportunities and students interested in interning during January Term must have completed a proposal through Mr. Scott by October 29th. This experience provides students a special opportunity to study under current professionals in a desired field of study for college/career during this 3 week term.

**SCHEDULE OF BLOCKS**

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<tr>
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<th>Time</th>
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<tr>
<td>Advisory</td>
<td>8:00 a.m. - 8:25 a.m.</td>
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<tr>
<td>Block A</td>
<td>8:35 a.m. - 10:05 a.m.</td>
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<tr>
<td>Block B</td>
<td>10:15 a.m. - 11:45 a.m.</td>
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<td>Lunch 1</td>
<td>11:50 a.m. - 12:20 p.m.</td>
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<tr>
<td>Lunch 2</td>
<td>12:20 p.m. - 12:50 p.m.</td>
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<tr>
<td>Block C</td>
<td>1:00 p.m. - 2:30 p.m.</td>
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**KEY DATES**

**Scheduling:** December 1, 2, & 3, 2021, in advisory

**Course Change Deadline:** December 7, 2021

**Courses Begin:** January 10, 2022

**Exhibition Night:** January 27 or 28 (TBD due to athletic scheduling), 2022, 6:00 to 8:30 p.m.

*Exhibition Night will feature students’ final products and will be open to the public.*
J-TERM ELECTIVES

Strength and Conditioning
Mr. Aldrich - 1 Block

How can improving your strength and conditioning have a positive impact upon your well being? A sound mind and body is crucial for a healthy and productive lifestyle. Strength and Conditioning is part of forming a sound body. Learn the basics of weight training techniques. Learn how and why you train certain ways. Develop your own workout routine. All of this will take place in an environment that is supportive and non-judgemental. No matter what your present fitness level is, you can improve it. A little or a lot? It’s up to you!

Cooking After High School
Mrs. Atkins - 1 Block

How do I cook for myself after high school? Focused on the skills students need to become comfortable cooking in a home kitchen environment after high school, students will learn to budget for groceries on a “shoestring budget”, shop for food, plan, prepare and clean up from a meal. Students will develop an understanding of and learn the safe handling skills of kitchen utensils and cookware, best cook practices in a home kitchen, setting a dinner table, seasoning food, working together as a team, and being an organized, efficient cook in the kitchen. Students will also learn about fire safety in the kitchen.

Baking 101
Mrs. Atkins and Chef Brittney - 1 Block

What essential baking skills should I know? Students will learn how to make essential bakery items that every baker should know. They will learn five different ways to bake, besides the standard oven method. Students will also learn the math and science that help a baker in the kitchen to accurately measure and mix ingredients. Students will learn about the art of baking, essential baking tools, and the baking ingredients every baker needs to have on hand. How to repurpose food and kitchen safety will also be considered. Cookies, Cakes, Pies, Bread, Shortcakes, and Rolls...Yum!

Life Skills
Mrs. Atkins - 1 Block

What essential life skills do I need to know after I graduate from high school? Writing a résumé, conversing in a professional setting, creating a social media LinkedIn page, balancing a checkbook, mending and ironing clothes, and creating a monthly budget...These are just a few of the skills one needs in life after high school. Students will create a book of Life Skills they can use in the future with steps on how to do all of the above and more!

Architecture & Minecraft
Mr. Baesemann - 1 Block

How can Minecraft be used to create a lifelike sculpture? Students will work together in small groups to create a lifelike object or place that has meaning in the world. Using critical thinking and strategic planning, students will work together and create something, such as the Empire State Building or the Great Sphinx of Giza. They will develop and use the technological skills necessary to complete this project which the group has agreed upon.
Built to a smaller scale than the original, the goal is for the build to be realistic and as similar as possible to the real-life object.

**When Things Go Boom**  
**Dr. Benoit - 1 Block**

*How can collisions be managed to limit damage to machinery and people?* Students will learn the basics of the physics of collisions and falls from the perspectives of momentum and energy. Students will experiment with and demonstrate the physics of collisions by building fall cages and vehicles designed to minimize collisional impact on passengers.

**Living the Probability Life**  
**Dr. Benoit - 1 Block**

*How can probability be applied to the real competitive world, including games and the real life economy?* Students will learn the basics of probability theory, applying basic probability to simple card and dice games. Students will learn the mechanics of some basic games, including a number of varieties of poker. Students will learn to adjust their play based on probability and will play tournaments to test their knowledge as well as to challenge their peers.

**Model United Nations**  
**Mrs. Berry - 1 Block**

*What is diplomacy? How does it work? What are some current international issues and what are some possible responses to those issues?* Model United Nations is an educational simulation in which students learn about diplomacy, international relations, and the United Nations. Model UN involves research, public speaking, debating, and writing, in addition to critical thinking, teamwork, and strengthening your leadership abilities. Students have the opportunity to represent a nation and conduct significant background research on that nation and its views on specific international issues. A simulation of a United Nations session will follow where students debate and develop resolutions to global issues. In addition to being great preparation for future college study, participation in the competitions students may attend give them the opportunity to earn awards for their work and to network with students from around the country.

**Metal Meets the Art**  
**Mr. Brill and Mr. Laplant - 1 Block**

*How can everyday materials be used to create works of art that can have personal meaning?* Students will learn and demonstrate safety protocols for using welding and metal fabrication equipment. They will also be exposed to multiple methods of working with metal (TIG, MIG, torches). Students will research a metal art style that interests them and will create a project based on these interests using the welding and metal fabrication equipment.

*Recommended for students NOT currently enrolled in the semester course*

**Archery!**  
**Mr. Camber - 1 Block**

*How do I participate in archery in a safe and responsible manner, successfully perform archery skills, and improve my archery techniques through practice? How does participation in archery leisure/recreational activities enhance my physical, emotional, and social well being now and in the future?* Do you wish to learn Archery using a recurve bow, longbow or compound bow? If so, this class is for you. So many skills to develop and aspects to consider...Steps of Shooting, Alignment, Grip & Hook, String Release, Posture & Stance, Set, Mind Set, Lift & Coil, Set-up, Angular Draw, Anchor, Transfer into Holding, Rhythm, Expansion, Aim, Timing, Use of an Archery Sight, Bow Release & Follow Through, Complete Shot Cycle Review...Archery is a lifetime sport and there is always more to learn!

**Powersports**  
**Mr. Camber - 2 Blocks**

*What power sources does the future have in store for powersports?* This course introduces students to the world of Powersports and to the career opportunities available to skilled individuals in the field. Students will learn about the diagnosis of customers’ problems and the maintenance and repair of ATVs, snow machines,
motorcycles and lawn and garden equipment. What does Polaris factory training entail? The engine, electrical systems, and powertrains will be the focus. Optional and state of the art fuels for clean emissions and the pros and cons of Ethanol will be explored.

**Vermont Recreation Certification**
*Mr. Crooks - 1 Block*

What does it take to become licensed in Vermont to operate a motorboat, an ATV, and/or a snowmobile? Students will have the opportunity to become licensed/certified in up to three areas (boats, ATVs, snowmobiles), depending on the individual student’s pace. Students will learn safety protocols and VT State laws. There is a student fee of $29.50 per individual certification which is due upon completion of either the ATV or snowmobiling course. A fee of $29.50 is due at the beginning of the boating license and safety course.

**Origami Basics**
*Mr. D’Olimpio and Dylan Perry, Class of 2025 - 1 Block*

Origami is the art of paper folding. Traditional origami involves taking a single sheet of colored paper and turning it into a sculpture without gluing, cutting, or tapering. Its name originates from the Japanese word ori (‘folding’) and kami (‘paper’). This course will begin with designs and folds that use a single sheet, but will also move toward more complex designs integrating many pieces of colored paper. Students will collaborate on larger origami projects (e.g. origami lamp fixture) that will be given out to winners in a free raffle.

**Quilting: The Heritage You Can Sew!**
*Mr. Downes - 1 Block*

What is it about you and your family that you wish to be remembered? What do you add to make it unique to you? Students will learn the history of an American artform... the quilt. After briefly touching on the history and the variety of quilts found in the various regions of the USA, students will go over the safe use of a sewing machine and other ancillary equipment of the quilter. Students will then design and create a quilt that will in some way reflect an aspect of each individual student and their heritage.

**Rubik’s Cube Challenge**
*Mrs. Dunphy-Brown - 1 Block*

How are perseverance, strategy, problem solving and planning used to decode and solve a Rubik’s Cube? Students will learn how to solve a Rubik’s Cube and various other puzzles. Researching some of the math involved in different solutions to the cube, and how they relate to fewer turns, will help students improve their times when participating in contests.

**LI Athletic Legacy**
*Mrs. Dunphy-Brown - 1 Block*

How does viewing the athletic accomplishments of the past help us shape our own identity of who we are now as a school? Students will explore the athletic accomplishments of LI athletes by updating record boards, maintaining the trophy case, and researching the archives of articles preserved during the tenure of former Athletic Director Merlyn Courser. Students will digitize records in order to allow for future school posts that will reconnect alums to the school. This work will facilitate discussion and learning as to how athletics at LI have evolved over the years and, subsequently, help students gain perspective on their own place in LI’s history.

**Drone On**
*Mr. Etter - 1 Block*

How are UAVs changing the use of aircraft in the United States? Designed as an introduction to “Drones”/UAVs (Unmanned Aviation Vehicle), students will become familiar with how Drones are currently used to solve real world problems and how they are changing the use of aircraft in the United States. Students will learn about laws and requirements of the Federal Aviation Administration (FAA) and what it takes to become a licensed commercial drone pilot. There will also be some training in how to fly a drone. Considering social, political, economic, and military points of view, students will make an accurate proposal for using this technology to solve a problem that really exists.
That’s News to Me  
Mr. Etter - 1 Block

*How can I read the news and be a more informed citizen?* Ironically, the news is rarely something new. The majority of events that are reported on and have significant impacts on our lives are deeply rooted in history. This can make it hard to open an article and dive into the complex relationships and long past of the issue. The goal of this class is to learn strategies for breaking down an issue and learning ways to gain a deeper understanding of the topic and become more informed. Students will practice breaking down current events. Choosing their own article, students will use their newfound skills to unravel the origins and history of a story.

Understanding Happiness  
Mr. Etter - 1 Block

*What is happiness? How can you be happier and healthier?* This course will challenge students to take a look at their lives. Our lives are so busy, and we don’t take time to truly understand ourselves or the people around us and truly appreciate what is out there. In this class, students will learn strategies to harness their strengths to achieve their goals and increase their happiness. Students will become more aware of the balance in their life, identify their own strengths and weaknesses, help others in the community and learn why people chose to help others or not. In doing so, students will realize that happiness is a science.

Never a Dull Moment in the NEK  
Mrs. Flynn - 2 Blocks

*How might we become engaged in the support of our local and regional communities?* We will venture out and about on a series of field trips to a variety of organizations within our region. At some of these locations we will learn about how an industry operates, what people do, how a product is generated, etc. At other locations we will have the opportunity to participate, to try out some new skills, to do good deeds for the community, and reflect on the sense of belonging that comes from community involvement.

Photos and notes will be taken on each of the field trips we experience. These photos and notes will be drawn from in creating a visual representation of the experiences we have throughout the three weeks of J-Term. Individual presentations will be built along the way and students will have a product that they can be proud to share/publish at the end of J-Term.

Paper Mache’ Masks  
Ms. Follett - 1 Block

*How can the exploration of creating with paper mache’ impact the student as a transferable skill beyond the classroom?* Students will learn techniques to create and design a 3-dimensional artwork. They will work with cardboard, newspaper, mache’ mix, shredri mix, egg cartons, cardboard tubes, twine, and many other found objects. As a final product, students will create an oversized paper mache’ mask, not to be worn, but hung on a wall as a decorative piece.

Painting on Silk  
Ms. Follett - 1 Block

*How can the process of designing and painting on silk scarves impact the student as a transferable skill beyond the classroom?* Students will create a design based on an art history period, with instructor’s approval. Students will learn how to stretch silk scarf onto a wooden frame. Students will learn techniques to draw design on acetate, transfer design onto stretched silk, resist design, paint design with Jacquard silk dyes, steam scarf, wash scarf, and iron scarf. Students will learn to mix dyes to create light and dark values while painting dyes. Students will learn safety methods for using silk dyes. The end product will be 14” x 72” silk scarf, a personal fashion statement, to be worn or given as a gift. (Note: All frames and tools are provided by the teacher)

Personal Finance  
Mr. Hansen - 1 Block

*What is money and how is wealth created? What role does compound interest play in the building of wealth? What is the purpose and proper use of credit? How is accumulated wealth preserved?* In this course, students will learn basic
knowledge and skills pertaining to financial literacy. Course topics include the fundamentals of money and wealth creation, money math, savings, budgeting, investments, insurance, retirement and tax planning, crypto, and the proper use of credit. Students will engage in a simulated stock market competition which will last beyond the length of the course. Students will also learn about some of the more colorful moments in finance history, including manias, the Madoff scandal, the Great Depression, and the recent financial crisis.

**Wilderness First Responder**  
Ms. Hensel - 2 Blocks

*How can we safely care for patients in a remote environment?*  
SOLO’s Wilderness First Responder (WFR) course is the recognized industry standard for those who work as backcountry trip leaders, camp counselors, mountain guides, river guides, and ski patrollers. The WFR is the perfect course for anyone working in a position of leadership in an outdoor setting or for individuals who want a high level of wilderness medical training for extended personal backcountry trips or expeditions. The course is a comprehensive and in-depth look at standards and skills dealing with: Response and Assessment, Musculoskeletal Injuries, Environmental Emergencies, Survival Skills, Soft Tissue Injuries, and Medical Emergencies. Although these appear to be the same essential topics covered in our two-day Wilderness First Aid course, they are covered far more extensively, and there is much more hands-on practice. Additional topics, such as CPR, are also included.

*In order to meet the required number of hours for certification, this will be a required class for those already signed up to take this course during the Spring semester.*

**Competition Math**  
Mr. Hickey - 1 Block

*How do you think creatively and logically at the same time?* Students will solve math problems from previous math competitions including The UVM Math prize, The VSMC Talent Search, and The AMC. Emphasis will be on innovation of problem-solving techniques. Group work, class discussion and presentation will be essential. Students will choose their own problems and at which level to work.

**Knot in a Good Way**  
Mr. Hickey - 1 Block

*How are these different knots tied? What knot should be used in a situation or for a task at hand? What effect does the material of the rope/cord/webbing have?* Students in this course will learn to tie approximately 20 knots. They will learn the appropriate uses of these knots and their strengths and weaknesses. They will learn the history of a few of these knots and alternate names for them. They will also learn about different rope materials and construction and how to properly store rope.

**Mousetrap Cars**  
Mr. Hickey - 1 Block

*How do we transfer the potential energy stored in the trap to kinetic energy? What effects do mass, friction, and torque have on these cars? How can we maximize acceleration while limiting energy loss?* Students will design, construct, and race model cars powered by ordinary mouse traps. Students will learn basic construction techniques, collect materials, and sketch designs before construction. Consideration of safety, cooperation, and participation will also be important. Repurposed, common materials will be used to create these cars.

**The Practice of Wellness**  
Ms. Lamothe - 1 Block

*What are the benefits of contributing wellness practices into everyday life?* In this course students will learn the importance of healthy habits and how these practices can contribute to increased mental and physical health. Each day students will participate in various wellness activities. Students will keep a journal in an attempt to reflect on the things they are learning daily and will serve as a tool outside of the course to remind them of the activities they can do on their own. As a final product, each student will choose a wellness activity and create a written piece describing how to do the
activity and how it contributes to wellness. Students will be invited to facilitate their chosen wellness activity at Exhibition night.

The Basics of Flight
Mr. Lawler - 1 Block

How do aircraft fly and what career opportunities are there if I am excited by aviation? Humans have always been fascinated by flight. From the very first controlled flight by the Wright brothers to today’s high-tech commercial and military aircraft, there are some enduring principles. This course is designed to excite the student’s interest in aviation by learning about the fundamentals of flight in class and then experiencing what they have learnt in some real-world settings. There will be an emphasis throughout on connecting classroom theory to aviation career opportunities. At the conclusion of the course, students will be expected to knowledgeably demonstrate their interest in any facets covered during the course. Subject to weather and availability, responsible students will be given the opportunity to have a short experience flight from Caledonia County airport.

Basic Woodworking
Mr. Leonard - 1 Block

What are the safety concerns to be considered when working in a workshop setting in school or on the job? Why is planning vital to material usage and construction? What hand tools and machines are used for measuring, cutting, drilling, planing, joining and sanding? Basic woodworking is designed to teach students beginning woodworking skills and knowledge in preparation for a career or personal skills for their lives as adults. Hands-on training will be emphasized, as students learn about woodworking theory and applications. Students will work with hand tools, as well as portable and stationary power tools. Students will complete individual projects designed to provide practical experience in construction theory. They will learn to use basic wood finishing techniques and to use wood sealants and finishes like stains and polyurethanes. Students will learn what makes a quality piece of furniture that someone may want to buy or give as a gift to someone.

UFO History and Folklore
Mr. Levine - 1 Block

Do you believe that the history and folklore associated with UFO’s are fact or fiction? Students will research and learn the vast history and folklore of Unidentified Flying Objects, alien abductions, alien craft crashes, and government top secret projects. There will be focus on research gathering skills and investigative analysis in order for students to come up with their own conclusion whether they feel the subject matter is fact or fiction. Students will develop their own presentations indicating their position and provide solid research based evidence to support their claim.

Journalism
Mr. MacKinnon - 1 Block

What does it take to become a modern day journalist? Students will be introduced to the profession of both print and digital journalism. Students will have the opportunity to learn and write in many journalistic forms, including but not limited to sports writing, feature writing, photojournalism, opinion (op-ed) writing, review writing, and promotional writing. Students will spend time reviewing the work of professional writers, which will then be used as a model for their own work. The finished product will be a newspaper that will include all students’ work to be displayed and disseminated.

The Athlete in Film
Mr. MacKinnon - 2 Blocks

How can film demonstrate the impact of athletes on culture and history? Throughout history, sports have shown time and time again that they have the power to impact a culture’s outlook and morale in myriad ways. Students will be introduced to several sports-related films, primarily non-fictional, that demonstrate the cultural and historical significance that sports can have. In short, athletic competition is more than just a game! Through an end-of-course Google Slides presentation, students will demonstrate their newly developed skills and their understanding of a chosen film/story through their writing, illustration, and analysis.
Art and Science of Hot Air Balloons
Ms. MacKinnon - 1 Block

How did hot air balloons inspire the future of aviation? Combining the principles of volume, buoyancy, and density with techniques to design and build, students will design and create hot air balloons from various materials. Students apply the engineering design process to research and construct a prototype of their models, test, and evaluate their designs. The goal is for students to effectively and safely launch an aesthetically pleasing balloon!

Art and Science of Rocketry
Ms. MacKinnon - 1 Block

How can Newtonian physics be applied to design and build a model rocket? After learning the principles of rocketry and the physics of flight, students will learn techniques to draw a rocket design that will reach a great height. Students will apply the engineering design process to research and construct a prototype of their model, test and evaluate their design. After first designing and creating a rocket constructed from a two liter plastic bottle, students will then build a “skill level 1” rocket. The goal is to effectively and safely launch!

How to Thrive in Winter: Outdoor Living and Travel Skills
Mr. Manges & Ms. Saco - 3 Blocks

How can we as humans travel safely in the backcountry during winter while also having fun? What do we need to be able to do this on our own or with a group of friends? Are these skills transferable to other seasons or environments? What skills do we need to treat any potential emergencies encountered? Through hands-on experience, students will learn how to travel safely in the backcountry during winter on snowshoes using a topographic map and compass. They will also learn expedition planning skills, how to set up or build shelters, basic knowledge of avalanches and some search & rescue techniques and use appropriate Leave No Trace practices. Students will explore indigenous connections to this region, as well.

Students will get certified in Wilderness First Aid and CPR skills to handle any potential emergencies encountered.

*Students need to be present for the entire CPR/WFA class to receive certification and there is a $50 fee associated with this portion of the class.

*Proper outdoor clothing is a must for this class: winter jacket, snow pants, winter boots, winter hat, gloves/mittens.

The Face of Business
Mr. McCarthy - 1 Block

What does it take to be a business owner in the NEK? What are the critical skills to employment? What are some of the common and uncommon academic experiences/trajectories of business owners in the NEK? Hear from local business people what it takes to run a business. Students will gain an understanding of the important skill sets for success in an array of business endeavors, develop some of the “soft skills” that are helpful in professional interactions, analyze the manner in which businesses both serve and benefit from a local community, and explore and sharpen their own business interests. Students will write a “take away” and goal chart after each guest and will present their findings to an audience of peers.

Taking the Leap: Landing on Your Feet That First Year Out of School
Mr. McCarthy - 1 Block

What’s coming for me and how can I best prepare for it? Whether you are going to college, trade school, or work, the first year out of high school has a lot of changes and challenges. This course will offer students insights into the challenges that await them. Through interviews with LI grads, faculty, and local community members, students will be offered a wide range of experiences to benefit from.
Dance as Entertainment
Mrs. McGregor - 1 Block

Where do choreographers/filmmakers or commercial producers get ideas for dances? How does dance differ in perspective/intent from the stage to the screen? Students participating have interest in movement, watching dance, and talking about dance – what they saw on Dancing with the Stars, SYTYCD, the YouTube clip they caught the other night about… - but they may not have a context or vocabulary for discussing what they saw or know how movement has been changed/viewed through the years on the stage versus in the media/in entertainment industries. This course can educate the students about the evolution of dance in our society and give them the tools necessary to talk about it in the correct contexts.

The Choreography Project
Mrs. McGregor - 1 Block

What inspires choreographers to turn ideas into movement. What are the foundations for creating work that communicates meaning? How is dance interpreted? Students engaged in this course experience an intense and challenging exploration of dance elements and one’s creative mind. Students will be faced with timed movement assignments, creating new work, developing their own online choreography portfolio, revising work, and preparing work for public performance and adjudication. Students will work against deadlines, open their minds to new ideas without judging, and be ready to physically and mentally dive into the art of making dances.

Birds: Know Your Feathered Friends
Mrs. Nichols - 1 Block

How do birds fly? Why are there so many different species of birds? Where is the nexus of science and art? In this course, students will explore evolutionary biology through the lens of our much loved dinosaur ancestors: birds. Through research and careful examination of avian physiology, students will gain a better understanding of the diversity of form and function of these incredible winged creatures. Through detailed sketches, paintings, and the creation of 3-D models, students will tap into their artistic side to apply their learning. Students will create felted birds or other 3-D models, as well as the corresponding sketches and paintings. Students will also include diagrams labeling key features and providing comparisons between species will accompany the physical products.

Chemistry of Baking
Mrs. Nichols - 1 Block

What elements of chemistry are essential to successful baking? What is yeast? When should you use baking powder versus baking soda? How do you make the perfect chocolate chip cookie? These questions and many more will be explored during our three week investigation into the fascinating science of food. If you are excited to learn what’s going on at the molecular level with the food that you eat and if you’re prepared to make mistakes and get messy, this is the class for you! Students will keep a journal with observations about the variables changed in each “experiment.” As a culminating product, students will write a laboratory style report describing their experiments, including procedure, data collection, analysis, and conclusions.

Musical: Dance, Music & Putting it all Together
Mrs. Norwood, Mrs. McGregor, Mr. Lindholm - 2 Blocks

What is needed to put together a musical? How do stage productions like musicals build community (not just between the actors/technicians/musicians/dancers but between the performers and the audience)? The traditional fall musical is being moved to J-term with rehearsals that began in November followed by an intensive rehearsal session during J-term. Performance dates will be Feb. 2-4.

Fun Science Experiments
Mrs. Riendeau - 1 Block

How can we use general household items to perform fun science experiments to learn about different science concepts? In this course, we will explore fun, simple experiments that can help students learn more about different aspects of science. We will work through experiments that are not currently being performed in
classes this year in order to incorporate a mix of learning and fun. The experiments will generally use “household” items so students can connect that science is all around them.

Some of the experiments we can perform include:

- making rock candy to learn about the crystallization process
- repelling glitter with dish soap to learn about polarity
- egg drops to learn about engineering
- layering liquids to learn about density
- sugar snakes to learn about chemical reactions
- turning milk into plastic to learn about polymers

As a final product students will be asked to save experiments for display if possible and create a tabulated list in some written form to discuss what they learned during each experiment.

A Haunting
Mr. Scavitto - 1 Block

Engaging in a study in folklore and collective mythology, students will learn about and share stories of the paranormal from close to home and around the world. The class will be tasked with interviewing someone who says they have had a paranormal encounter or knows someone who has. Additionally, students will also choose two hauntings to research and report out on each week. The goal is to look at all of these stories and see if any common threads can be found. Students will create a video in which they will share their interviews, research, and the inferences drawn about what these surprisingly persistent beliefs say about humanity.

The Podcast Project
Mr. Scavitto - 1 Block

*What does it take to communicate an idea or tell a story in a pre-recorded, auditory format?* In this course, a project about storytelling, the students will learn the language about podcasts and then design, write, and create their own podcast. Effective time management will be necessary in order for students to complete their podcasts, which will be shared with the wider L.I. community.

“What if?”...An Alternate History Experience
Mrs. Smith - 1 Block

What would the world be like if a particular historical event had a different ending? Have you ever studied history and wondered what the world would be like if a particular moment had a different outcome? What would have happened if Archduke Ferdinand wasn’t assassinated in 1914? If President Roosevelt hadn’t died in 1945? If Napoleon had been successful in Russia? If the attacks on 9/11 never took place? Students will be given the opportunity to choose one specific point in history and explore that point to determine how the world would be different if history had an alternate ending. Students will consider both short-term as well as long-term impacts as part of their historical research. The course will culminate in a student based project that provides both historical fact as well as alternate endings.

Exploring our Nation’s Capital: Washington, D.C. Trip
Mrs. Berry, Mrs. Smith, and Mr. Ulrich - 1 Block

How does travel to Washington, D.C. allow students the opportunity to feel that they own a part of the city? How can students feel more connected to the United States by experiencing their capital city? Students will travel to Washington, D.C. for an engaging five day/six night experience in our nation’s capital city. Throughout their travel experience, students will examine various facets of the city to better understand the role it plays in our nation politically and culturally. Students will spend J-Term engaged in understanding the essential question of our trip, learning the history and development of D.C., problem solving what it means to be a traveler, and considering the future of D.C. In mid-March (at the conclusion of the winter sports season), this same group of students will then travel to Washington, D.C. and its surrounding areas. Students will actively engage in collecting evidence to answer the essential question. Some examples of the experiential learning that will take place include: exploration of the Smithsonian Museums, National Archives, and the Library of Congress, visits to the U.S. Capitol and U.S. Supreme Court Buildings, an evening tour of the historical monuments of the city, as well as additional exploration of Mount Vernon and Arlington National Cemetery.
The Washington, D.C. Trip is estimated to cost $650 per student. Once a total number of students is determined, the final cost and payment schedule will be communicated. A deposit will be required before Christmas break and students will need to be vaccinated to participate.

**Star Wars!**  
Mr. Stahler - 1 Block

*How do traditional mythological archetypes express themselves in a contemporary work of pop culture? What has been the overall impact of Star Wars on our culture and its influence on the development of visual storytelling and the film/television industry? How has the Star Wars franchise changed over the years? What are the “light” and “dark” sides of fandom? George Lucas’s Star Wars franchise has been a mainstay in the cultural landscape since 1977, appearing not only on movie screens but across many other forms of media, from television to games. This course is designed to not only learn about and celebrate the franchise’s contribution to our collective cultural imagination from a variety of perspectives (artistic, economic, political) but also explore the origins of the basic storyline and its roots in ancient mythmaking, particularly drawing from the scholarship of Joseph Campbell, whose work in comparative mythology and psychology had a direct influence on Lucas’s development.*

**Stories of LI**  
Mrs. Steen and Mrs. Bias - 2 Blocks

*How can images and stories help us understand the complex nature of our community? How do our stories both differentiate and unify us? How can we use effective communication skills to better understand the people of our community? Modeled after Brandon Stanton’s photo blog, Humans of New York, this course will allow students to photograph and interview people throughout the Lyndon Institute community. Students will study and practice effective photography and unique interviewing techniques before venturing into the school community to capture the images and stories of its people. The end result will be a digital collection and photo book.*

**Teen Voices: The Art of the Story**  
Mrs. Steen and Mrs. Bias - 1 Block

*How does storytelling build community? What can we learn about ourselves through the stories of others? This course will adopt The Moth’s mission, which is “to promote the art and craft of storytelling and to honor and celebrate the diversity and commonality of human experience.” In a collaborative workshop environment, students will explore the art of storytelling as they develop the skills and confidence to tell their stories with heart, humor, and honesty.*

**Read, Write, Create**  
Mrs. Tomaselli - 1 Block

*What can we learn from the written communication of others? Students will have the opportunity to read various forms of literature, such as adolescent fiction or novels on which films are based, for example. They will*
reflect on and discuss their meaning with peers and, by the end, create a product that references a piece of literature of their choice and which they will share with the larger community.

**Martial Arts: Self Defense**  
*Mr. Tomaselli - 1 block*

*Can you, within legal and moral responsibility, defend yourself in a physically threatening situation? Do you have the will to win?* Students will research the SNS to see how one’s body is affected in a dangerous situation. Students will learn how to defend themselves, how to keep themselves out of dangerous situations, and how to practice self defense safely. Students will learn the importance of awareness and choices and develop an understanding and appreciation of the mental and physical preparation that it takes to be prepared to defend themselves. Students will learn and demonstrate three self defense moves and be able to articulate at least three situations in which they would be justified in using self defense.

**Traditional Martial Arts**  
*Mr. Tomaselli and Mr. Sattelberger - 1 block*

*Can martial arts lead to more self-discipline and better achievement in life? Are traditional martial arts applicable anymore? Can the historical foundations of martial arts impact your modern life?* Students will learn how to defend themselves and how to keep themselves out of dangerous situations. They will also learn how to practice martial arts safely through communication with training partners. A brief history of various styles will be discussed to assist the students in understanding the origins of those styles and appreciate the culture. Focusing on kicks, punches, and other techniques, students’ study will increase their self-discipline. By the conclusion of the course, students will learn to describe dangerous situations and will demonstrate twelve strikes using proper technique.

**SAT Prep: What YOU Need to Know!**  
*Mr. Ulrich - 1 Block*

*How is the SAT used in college admissions and why is it an important tool for scholarship organizations?* This course will provide students with tips and tricks to help navigate the different sections of the SAT. While SAT Math will be the primary focus, students will also gain insight into the SAT Reading and Writing sections. Although some colleges and universities are no longer requiring the SAT, many scholarship organizations still use it. Therefore, knowledge of the SAT’s inner workings could secure a student more money for college!
J-TERM COURSES

JANUARY TERM
Mission, Vision, and Values

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

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

OUR VALUES
RESPECT - for self, others, and Lyndon Institute by:
• Practicing honesty and integrity
• Exercising kindness, empathy, and compassion for all members of our community
• Being ambassadors of our school, its reputation, and its legacy
• Being positive and productive members of our inclusive and welcoming community

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