



SEQUOYAH  
SCHOOL

THE K-12 EXPERIENCE

WHERE  
EDUCATION IS  
**expansive**





A SEQUOYAH SCHOOL EDUCATION  
**challenges the mind,**  
NURTURES THE HEART,  
**& celebrates human dignity.**

## WHAT MAKES SEQUOYAH SPECIAL?

Sequoyah is a school where education is expansive — **where kids can explore, play, experiment** — and find out what excites them about learning.

Sequoyah students grow into scientists and book worms, athletes and artists... they can be all of that and more, or something in between!

Here, they can try it all to discover what makes them unique in each developmental level of learning and life.



**BE CURIOUS.  
TRY NEW THINGS.  
DISCOVER.  
MAKE CONNECTIONS.  
ENGAGE.  
BE KIND.  
CULTIVATE COMMUNITY.  
REFLECT.  
CELEBRATE LEARNING.  
GROW.**

**AT SEQUOYAH, EXPLORING IS ESSENTIAL TO LEARNING.**



## ACADEMICS: VIGOR & RELEVANCE

Sequoyah students are challenged to be creative, idealistic, and practical in the classroom and out in the community.

Hands-on, project-based learning emphasizes thinking critically, making connections, and applying content knowledge.

Academic engagement at Sequoyah School is alive with inquiry, discourse, and collaboration alongside independent contemplation, reflection, and introspection.

We encourage students to voice their ideas and work with each other to solve problems, rather than depend solely on teacher instruction to provide answers.

Safely observing a total solar eclipse



WHERE TEACHING & LEARNING ARE DRIVEN BY

# \_\_\_\_\_ **mastery of concepts and skills**

**“AT SEQUOYAH, WE DON’T JUST SEEK ACADEMIC EXCELLENCE — WHICH SEEMS TO BE FOCUSED ON OUTCOME. INSTEAD, WE SEEK AN EXCELLENT EDUCATION, WHICH IS FOCUSED ON PROGRESS.”**

— SEQUOYAH PARENT

Sequoyah’s academic curriculum emphasizes understanding of concepts and mastery of skills. Because life is not compartmentalized, we offer an integrated curriculum — academic disciplines are introduced in meaningful contexts in which students are given the time for deliberate exploration, careful investigation, and playful discovery.

Building on major concepts, processes, and skills, teachers guide students to realize connections between ideas across subjects and classrooms. Field Studies, class projects, and performance ensembles are designed to draw upon individual learning styles and group collaboration while reinforcing subject-matter understanding. Students are challenged to apply what they learn and to construct meaning from what they know.

In each area of study, there is a core of knowledge and concepts that all students are expected to learn. Working toward achieving mastery, students are often asked to demonstrate their growing understanding by solving real-world problems.





## STUDENT-CENTERED LEARNING ENVIRONMENT

**Student agency is a key ingredient for dynamic learning experiences.**

Students learn best by doing. They need opportunities to explore and play with materials and ideas in order to actively create meaning on their own and in society with other students and adults.

**We pay close attention to learners as individuals** to understand the intellectual and emotional development of each student — their different strengths and challenges, what they're curious about, and what motivates their learning.



Hands-on science experiments

## WHERE HANDS-ON LEARNING

# cultivates ownership

Lead and associate teachers, in collaboration with subject-area specialists, design and facilitate core academic subjects with interdisciplinary projects and experiential learning.

Specialist subject areas include **Spanish, science, visual arts, music, theater, garden, library and research, technology, health and wellness, and physical education (PE).**

Sequoyah's teachers guide students by nurturing respect for a diversity of opinions and perspectives, challenge them to imagine what is possible, and encourage thinking for themselves while learning to work collaboratively to problem-solve and create thoughtful, realistic solutions.

Experiential learning at Sequoyah promotes critical and creative thinking. **Students actively engage in projects that incorporate their learning so that they can make the connection between concepts and their applications outside of school.**

Gaining knowledge, learning skills, and making connections through various disciplinary lenses help students pose meaningful questions about themselves, their relationships, their communities, and their world.

### K-8 DEMONSTRATIONS & ASSESSMENTS

Rather than using grades, Sequoyah School requires students to share their learning actively. Through these assessments and reflections, students gain the insight to understand themselves as learners.

**EXHIBITIONS & SHARES** Students share learning of concepts and skills from units of study through a variety of creative presentations.

**PORTFOLIOS** Students reflect on personal goals and collect work samples related to central academic concepts, skills, and projects of learning.

### STUDENT-LED PARENT-TEACHER CONFERENCES

Supported by parents and teachers, each student takes an age-appropriate role in reflecting on their learning.

**NARRATIVE REPORTS** Teachers provide thorough feedback about each student's social-emotional growth and academic learning in all subject areas.

**BELONGING:  
A FOUNDING VALUE  
SINCE 1958**

**A student's sense of belonging is essential to their learning.**

Students need to know that their whole selves are celebrated in their school and that their ideas are welcome. The school is a better place when all students bring their full selves.

Feelings of belonging, recognition, celebration of one's cultures and identities, and participating in creating belonging for others, are fundamental to an excellent Sequoyah education.

**We are committed to being a community that is diverse, equitable, and inclusive.**



Summer family campout at Iwihinmu (Mount Pinos)



# WHERE **belonging** IS ESSENTIAL TO LEARNING

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**“THE INTERACTION BETWEEN TEACHER AND CHILD IS AS IMPORTANT AS THE SUBJECT MATTER.”**

— SEQUOYAH SCHOOL BROCHURE, 1958

At Sequoyah, children are trusted and challenged in a diverse community where they are appreciated for their individuality and supported by an integrated, developmental approach to learning. Our teachers believe that each learner brings unique life experience, motivation, and interests into the classroom. Attending school in a nurturing, supportive learning environment helps children develop strong social and emotional skills, self-confidence, and a positive attitude towards school.

## **MIXED-AGE CLASSES & EXPERIENCES**

Sequoyah's K-8 classes are mixed-age to facilitate academic, social, and emotional learning. **Research shows learning in mixed-age groups yields more growth for all students at their various levels of strength and development.**

We create collaborative learning cohorts of academic and social-emotional peers. A student may spend one or two years in a particular classroom, with unique leadership opportunities available for second-year students. Teachers design a challenging academic environment and differentiate their approach and curriculum each year, enabling first- and second-year students to build skills appropriate for their grade level.

Outside the classroom, students participate in multi-age programs and campus activities, which provide additional and varied opportunities for them to demonstrate care of people and place.



# HABITS OF MIND

Sequoyah teachers, parents, and students created our **Habits of Mind** by distilling the broad narrative of a Sequoyah School education into essential practices and characteristics for intelligent and meaningful living.

Our Habits of Mind are interwoven across and throughout our K-12 community and inform what and how we teach, the ways in which we frame learning, and how we operate as a school.

## PERSPECTIVE

To seek, honor and reflect on multiple viewpoints in order to broaden understanding and solve problems

## INQUIRY

To become curious, motivated, self-reflective learners who generate questions to deepen understanding

## COLLABORATION

To know when and how to lead, follow, and work together as an active listener and meaningful contributor

## COMMUNICATION

To engage in constructive dialogue, value literature and language, and express oneself effectively through a variety of modalities

## CREATIVITY

To approach challenges with an open mind and a willingness to take imaginative risks while generating ideas and refining solutions

## APPLICATION

To integrate and apply acquired knowledge in and out of the classroom

## STEWARDSHIP

To take care of people, take care of things, take care of the environment, and seek to make the community a better place for all

## OWNERSHIP

To do one's best work







WHERE STUDENTS STRETCH FROM

# \_\_\_\_\_ **comfort to challenge zone**

## **FIELD STUDIES**

Sequoyah's Habits of Mind bring learning to life in our Field Studies program through hands-on experiential education that begins in kindergarten. The program fosters examination and understanding of our world: our neighborhood, our larger community, and the geographical, ecological, and cultural diversity of the West. Excursions by grade include cross-curricular integration into subject areas such as history, art, culture, technology, ecology, biology, and more.

Students build teamwork and community, become more independent and reflective through challenging themselves, and have fun discovering the natural world.

All students participate in developmentally appropriate trips each year. K-8 students have explored the following regions:

### **Southern California Coast**

Point Mugu State Park  
McGrath State Beach

### **Central California Coast**

Morro Bay State Park  
Big Sur

### **Sierra Nevada**

Sequoia Kings Canyon National Park  
Yosemite National Park

### **Pacific Northwest**

Eagle Point, Oregon

### **Southwest**

Arizona

### **Deserts**

Anza-Borrego  
Joshua Tree

## GRYPHON ATHLETICS

Sequoyah School considers participation in sports to be an integral part of the overall educational experience, supporting belonging alongside physical, mental, emotional, and social development.

Our Athletics program challenges students to strive for excellence, push themselves to discover and enhance their physical abilities, work cooperatively as a member of a team, practice good sportsmanship, and enjoy healthy competition.

Sequoyah School participates in the middle school Arroyo Sports League for students age 10 through eighth grade. Our high school is a member of the California Interscholastic Federation and competes in the International League, Southern Section.

### Fall

Cross Country\* (HS)  
Flag Football\* (MS/HS)  
Soccer\* (HS)  
Volleyball (*Girls*) (MS/HS)

### Winter

Basketball (*Girls*) (MS/HS)  
Basketball (*Boys*) (MS/HS)  
Modern Dance\* (HS)

### Spring

Baseball\* (HS)  
Soccer\* (MS)  
Tennis (*Boys*) (HS)  
Track & Field\* (HS)  
Volleyball (*Boys*) (MS/HS)

\* denotes all gender



Junior high girls' volleyball champions





# WHERE LEARNING THROUGH PLAY goes beyond the school day

## AFTER-SCHOOL ACTIVITIES AND DAYCARE

Sequoyah's extracurricular activities and a co-curricular schedule of stewardship projects, student government, and service learning all provide opportunities to practice values in action framed by our Habits of Mind.

K-8 students can opt in to design and teach or simply participate in Options, which are activities outside of the classroom. Teachers and older students offer a wide range of classes open to different age groups and audiences, from a student-taught Ballet for Beginners to teacher-led Meditation.

After-school Enrichment is a fee-based program that offers small-group classes to nurture interests and build skills in areas beyond those studied during the school day. Opportunities have included chess, music lessons, martial arts, yoga, movie making, and coding. In a directed learning environment, students lead and collaborate, demonstrate and learn, expand their circles, and make new friends. Classes are offered in three 8- to 10-week sessions through the school year.

Daycare is offered before and after school and allows students to expand their social connections, deepen their creative play, continue their schoolwork, or just have a quiet moment alone.

# WHERE GROWING UP SEQUOYAH INCLUDES PREPARATION FOR **\_signature high school experiences**

## DESIGN & FABRICATION (DFAB) HUB

The dFab Hub is a creative workspace for radical imagination, collaboration, and innovation, providing equipment and learning opportunities for students to engage with art, design, and technology. Students learn how to use tools and materials ranging from laser cutters to 3D printers to sewing machines and print-making — turning their ideas into reality. Our dFab Hub also supports teams through competitions such as the JPL Invention Challenge and Horizon Hydrogen (H2) Grand Prix program.



## SOCIAL INNOVATION PROGRAM (SIP)

To prepare for a world facing complex social and environmental challenges, our high school students complete a four-year Social Innovation Program (SIP) curriculum designed to cultivate empathy and passion for doing good. Through talking with people and visiting places, students build the foundational skills of activism, design thinking, and entrepreneurship, and develop a firm understanding of their relationship to injustices facing our local and global communities.

The SIP curriculum starts with 9th and 10th graders developing skills in systems thinking, creative problem-solving, and research, preparing them for a capstone project in 11th and 12th grade. Seniors also have the opportunity to put their advanced SIP skills into practice as interns at local, mission-driven organizations.



## SEQUOYAH ADVANCED STUDIES (SAS)

Sequoyah Advanced Studies (SAS) courses comprise our honors curriculum available to students in grades 11 and 12. SAS courses dive deeply into a topic for subject mastery. Students receive faculty recommendations in order to pursue these more rigorous, sophisticated, and challenging courses:

Art of the Novel: Literary Genre and Theory  
Biology  
Calculus & Calculus 2  
Chemistry  
Coloring the Canon: Ancient Greece, Africa, and the Black Diaspora  
Computer Science: Game Design in Unity  
Ecology  
Ethics and Existentialism  
Feminist Literature and Theory  
Higher Math  
Human Physiology and Disease  
India: Faith, Freedom, and Future  
Indigenous Histories  
Monsters and Madness  
Multivariable Calculus  
Music Production  
Physics  
Spanish 4 & 5  
Technology, Human Creativity, and the Literary Imagination  
Theater  
The Bible as Literature  
Visual Arts Seminar

## TALKING LEAVES

Sequoyah's Talking Leaves program honors our namesake, who developed the Cherokee system of written language and referred to ideas conveyed in writing as Talking Leaves. Our students explore and analyze topics of their choice based on a meaningful intellectual experience and reflect on its role in their growth as learners. They give a culminating "talk" (oral presentation) and "leaf" (essay) modeled after a thesis defense, articulating their learning while practicing presentation skills and leading conversations on a topic of interest to them.

## FIELD STUDIES

At the high school level, learning comes to life in our Field Studies program through hands-on experiential education. Each year, students embark on two one- to two-week camping and backpacking adventures with their entire grade, exploring beautiful locations throughout California, Utah, Arizona, and Costa Rica. Students build teamwork and community, become more independent through challenging themselves, and have fun discovering the natural world.

<b>9th</b>	Mammoth Lakes (4 days) Utah (9 days)	<b>11th</b>	Marine Ecology Trip (5 days) Extended Wilderness Trip (15 days)
<b>10th</b>	Sierra Backpack (5 days) Costa Rica Homestay (10 days)	<b>12th</b>	Colorado River (4 days) Student-designed Trip (5 days)



Founded in 1958, Sequoyah School is an independent, all-gender K-12 day school in Pasadena, CA.

[sequoyahschool.org](http://sequoyahschool.org)

[k-8admissions@sequoyahschool.org](mailto:k-8admissions@sequoyahschool.org)

[9-12admissions@sequoyahschool.org](mailto:9-12admissions@sequoyahschool.org)

(626) 795-4351

### K-8 CAMPUS

535 S. Pasadena Avenue  
Pasadena CA 91105

### HIGH SCHOOL CAMPUS

301 N. Orange Grove Blvd.  
Pasadena CA 91103

## COLLEGE MATRICULATION (Classes of 2019-2024)

- |   |  |  |
|---|--|--|
| AMDA College of the Performing Arts (Los Angeles)                         | George Washington University               | Reed College   |
| American University   | Goucher College                            | Rensselaer Polytechnic Institute   |
| The American University of Paris  | Grinnell College                           | Santa Clara University   |
| Amherst College   | Hampshire College                          | Sarah Lawrence College   |
| Arizona State University (Main Campus)                                    | Harvey Mudd College                        | School of the Art Institute of Chicago                                       |
| Art Center College of Design  | Ithaca College                             | School of Visual Arts  |
| Bard College  | Johns Hopkins University                   | Skidmore College   |
| Beloit College  | Kenyon College                             | Smith College  |
| Bennington College  | Lancaster University                       | Southern Methodist University  |
| Berklee College of Music  | Lawrence University                        | Spelman College  |
| Brown University  | Lees-McRae College                         | Stanford University  |
| California State Polytechnic University Humboldt, Pomona, San Luis Obispo | Lewis & Clark College                      | The New School   |
| California State University Los Angeles, Monterey Bay, Northridge         | Los Angeles City College                   | University of California Berkeley, Davis, Los Angeles, San Diego, Santa Cruz |
| Carleton College  | Loyola Marymount University                | University of Chicago  |
| Cinema Makeup School  | Marist College                             | University of Illinois at Urbana Champaign                                   |
| Claremont McKenna College   | Massachusetts College of Art and Design    | University of La Verne   |
| Colorado College  | Middlebury College                         | University of Oregon   |
| Colorado State University (Fort Collins)                                  | Middlesex University London                | University of Pittsburgh   |
| Columbia University   | Musicians Institute                        | University of Puget Sound  |
| Cornell University  | New York University                        | University of Rochester  |
| Creighton University  | Northeastern University                    | University of San Francisco  |
| Denison University  | Oberlin College                            | University of Southern California  |
| DePaul University   | Outer Coast College                        | University of Utah - Honors College  |
| East Los Angeles College  | Parsons Paris at The New School            | University of Vermont  |
| Emerson College   | Parsons School of Design at The New School | University of Washington   |
| Franklin & Marshall College   | Pasadena City College                      | Vassar College   |
|   | Penn State University, University Park     | Washington State University  |
|   | Pitzer College                             | Wesleyan University  |
|   | Princeton University                       | Willamette University  |
|   | Purdue University                          | Yale University  |
|   | Quest University, Canada                   |  |