



The
SAGE SCHOOL
EXPERIENCE YOUR EDUCATION

8-9 BAND





BANDS OVERVIEW

INTENTIONALLY DIFFERENT BY DESIGN

Like you, we were troubled by the human disconnect from self, community, and nature in the traditional school systems, which is why we rebuilt it.

Our founders have a combined 60+ years of educational experience that informs our unique approach to learning.

We've all been told there's only ONE way to be educated. We believe there is another option, we want to show you.

Discover what a holistic and developmentally designed education looks like.

EDUCATION THAT HONORS YOUR TEAN YEARS

People are made to learn, which is why we cultivate an environment where it truly happens.

+ GAIN AUTONOMY IN LEARNING

Leave behind the one-sized fits all approach to learning.

+ BE WELL PREPARED FOR THE FUTURE

Graduate with your tank full of curious energy.

+ ACTUALLY LOVE LEARNING

Retain your childlike wonder and curiosity.





8-9 BAND

THE WOLVES

Students in the 8th & 9th grade band are the “Social Animals” or wolves, iconic animals of the inter-mountain West, and like wolves, tend to run in packs and play hard. The 8/9 band is the fulcrum of our program as years three and four out of seven, and students are in the heart of adolescence.

8/9 students are intensely interested in their peer group and are marked by a desire to assert their independence and individuality. They are no longer children but not yet adults, a space of confusion as well as opportunity, as students begin in earnest to explore and shape who they want to be when they enter society as adults.

Developmentally, the chief preoccupation of 8th and 9th graders is relationships; they are defining and re-defining their identity in relation to other adolescents, to their families, teachers, and coaches, to their home and regional environment, and to themselves. We see them asking the questions: Who am I? and What will my role and impact be both in society and in the landscape? To meet our students at this stage, we have designed a two-year curriculum that is all about relationships—one year focuses on human relationships to the natural world, and one year focuses on human relationships to one another and how those are defined, organized, and regulated.

CURRICULUM OVERVIEW

Because we have a two-grade band (8th and 9th grade) and have the good fortune to teach our stu-

dents for two consecutive years, we focus on a distinct Human Ecology curriculum in each year of this two-year cycle.

One year focuses on Social Relationships and Systems - how human beings interact with one another in society, and how that society operates and is governed, with an emphasis on American history.

The other year focuses on Natural Relationships and the Ecosystems of the West - how ecological systems function and the impact humans have on them.

DAILY SCHEDULE

The 8/9 schedule creates a daily experience where students thrive in an environment that provides a challenging, authentic curriculum centered on math, literacy & writing, and Spanish skills in two groups (or sections) in the morning, as well as taking some time to meet as an 8/9 community. Then they move into lunch and midday Wellness, when we play and move our bodies to prepare for Human Ecology in the afternoon. On Wednesday afternoons we leave campus for our various Community Action programs, while Friday afternoon finds us in Creativity Workshop—taking a course offered by a faculty member or pursuing an independent study.

[View Sample Schedule Here](#)



COURSE FOCUS

Year One focuses on Social Relationships and Systems - how human beings interact with one another in society.

Year Two focuses on Natural Relationships and the Ecosystems of the West - how ecological systems function and the impact humans have on them.

EXPERIENCE

- + Study biology by getting in the rivers to understand the importance of Salmon in our local ecosystem, netting and holding owls, and working with experts and scientists in the field.
- + Study social justice issues by traveling to San Francisco and looking at social movements in history and in art.
- + Debate whether we should take down the dams on the Salmon River- but only after touring the dams and floating the river.
- + Create a project, paper, or documentary for your own National History Day study.
- + Create comic books, murals, models, board games, and other means of demonstrating your understanding.



Overview

Our ‘Social Animals’ take a deep dive into relationships- both social and environmental- as we meld the curriculum content with the questioning nature of adolescence itself.

Testimonial

“ I really enjoy the opportunity we are given to truly be ourselves, while also branching out from “self” and becoming a bigger, stronger person.”

- 8/9 Sage Student

