P³ AT A GLANCE

After identifying and researching areas of significant interest, the curriculum transitions students to focusing on developing a sense of purpose around passion. The curriculum supports students in identifying ways they can use their passions to help others, become more globally aware, or support positive change on behalf of their areas of interest. In so doing, 8th graders engaged in these enriched curricular experiences develop a strong sense of direction for the academic and professional futures.

6-8: Purpose
Inclusive yet self-directed inquiry for an outcome beneficial to others.

3-5: Passion
Enthusiastic about subject matter; Willing to pursue self-generated questions about a topic to a productive and knowledgeable end. Enjoys a shared inquiry experience so all participants can grow.

K-2: Play
Collaborative, socially inclusive, exploratory and experimental, Risks for understanding, Seeks Process and includes others.

Opportunity, Identity, & Development

Open-Minded: Student critically appreciates the values and ideas of others and attempts to grow from them
Reflective: Student thoughtfully considers his own thinking in an effort to understand his or her own strengths and weaknesses leading to personal growth
Principled: Student displays a sense of fairness and integrity for themselves and toward others

Knowledgeable: Student develops conceptual understanding & explores knowledge across disciplines
Caring: Student shows empathy, caring, and respect in an effort to make a positive difference
Communicator: Expresses themselves with confidence and accuracy

Thinker: Student uses critical and creative thinking skills to take action on complex tasks.

Inquirer: Student displays curiosity and a commitment to finding answers. The student can learn with independence but shares with others. Enthusiasm for learning is sustained.
Risk-Taker: Student is comfortable with uncertainty as demonstrated through a determination to innovate solutions both independently and collaboratively.

‘Play’ transitions to a developed sense of passion. During this time students identify the things they like most and would like to explore with more depth. Inquiry is enhanced to a more formal sense of research. That research is self-motivated and self-directed. It’s an extension to the units of study within the General Education Curriculum.

Structured play experiences engage students in collaborative yet hands-on inquiry for problem solving. Talent is explored through the special area classes using a STEAM (Science, Technology, Engineering, Art & Mathematics) model for learning. The Media, Arts, & STEAM framework allows for curiosity and self-directed learning to take place while nurturing individual talents. By the end of second grade, those talents and natural curiosities should develop into a sense of passion.