

# P<sup>3</sup> 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.

'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.

**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.

**Concurrent, Supported, Enrichment Curriculum**

**Motivational Milestones**

## 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

**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.