

Curriculum Council Meeting – 6.1.2026

Category 1 – Primary Attributes

Creativity

TK–2

- Asking questions
- Exploring
- Hands-on learning
- Building, making, and creating in the physical world

Grades 3–5

- Inquiry
- Investigating
- Making connections between tangible and intangible ideas

Grades 6–8

- Exploring interests
- Digital creations
- Problem solving

Key Progression:

Students move from asking questions and exploring (TK–2)

→ investigating and making connections (3–5)

→ applying creativity through digital creation and problem solving (6–8).

Category 2 – Foundational Values

Reach Highest Potential

TK–2

- Curious learner
- Independent worker
- Completes tasks
- Meets or exceeds grade-level standards
- Asks questions
- Shares ideas
- Works cooperatively
- Develops problem-solving skills and empathy

Grades 3–5

- Applies learning to new and unfamiliar situations
- Thinks critically and creatively
- Sets goals and monitors progress
- Demonstrates responsibility and self-regulation
- Exhibits a growth mindset
- Intrinsically motivated

Grades 6–8

- Demonstrates perseverance and resilience
- Takes personal responsibility
- Organized and self-directed
- Connects learning and builds skills for the future
- Demonstrates higher levels of empathy

Key Progression:

Students grow from being curious, cooperative learners (TK–2)

→ goal-oriented, self-regulated thinkers (3–5)

→ ultimately become resilient, responsible, future-ready individuals (6–8).

Category 3 – Mindsets & Actions

Perseverance & Grit

K–2

- Take risks in learning
- Ask questions
- Put forth effort when faced with rigorous tasks

Grades 3–5

- Continue trying when faced with challenges
- Persist and put forth effort despite difficulty

Grades 6–8

- Push through discomfort when encountering new struggles
- Demonstrate resilience in challenging situations

Stepping Stones for Development

- Create opportunities for productive struggle within students' Zone of Proximal Development (ZPD)
- Continue fostering and leveraging student curiosity

Key Progression:

Students develop from taking risks and trying new things (K–2)

→ persisting through challenges (3–5)

→ ultimately embracing struggle and demonstrating resilience in the face of new difficulties (6–8).

Category 4 – Civic & Global Connection

Respect and Kindness

TK–2

- Raise hand appropriately
- Use kind words
- Help others
- Share with others
- Follow directions
- Include everyone
- Practice self-control ("self to self")
- Be patient

Grades 3–5

- Demonstrate integrity
- Work together and include all peers
- Show empathy
- Be considerate
- Stand up for others
- Celebrate others' successes
- Demonstrate good citizenship/scholarship

Grades 6–8

- Be trustworthy
- Be an ally, not a bystander
- Demonstrate academic integrity
- Set healthy boundaries
- Embrace differences
- Be a positive classmate and community member

Key Progression:

Students progress from learning basic respectful behaviors and inclusion (TK–2)

→ demonstrating empathy, integrity, and advocacy for others (3–5)

→ ultimately become trustworthy allies who embrace diversity, uphold integrity, and contribute positively to their community (6–8).

Category 5 – Future Ready Learning

Creative Problem Solving

TK–2

- Participate in STEM challenges
- Engage in creative play
- Develop social awareness
- Learn to act responsibly

Grades 3–5

- Solve STEM challenges
- Build mathematical thinking through:
 - Number sense
 - CGI (Cognitively Guided Instruction)
 - Manipulatives
- Learn coding
- Develop reading comprehension and critical thinking
- Write persuasive essays

Grades 6–8

- Engage in advanced STEM challenges
- Use digital tools to solve problems
- Explore and apply AI
- Develop coding skills

Key Progression:

Students move from creative play and foundational problem-solving (TK–2)

→ structured critical thinking, mathematics, and coding (3–5)

→ ultimately to using digital tools, AI, and advanced STEM applications to solve complex problems (6–8)

Category 6 - Character & Integrity

Collaborative Leadership Progression

K–2

- Participate in structured, guided roles
- Use supports such as sentence frames to collaborate
- Begin developing teamwork and communication skills

Grades 3–5

- Take on identified roles within groups
- Share responsibility for tasks and outcomes
- Build collaborative leadership skills

Grades 6–8

- Collaborate with less adult monitoring
- Engage in natural, productive collaborative discourse
- Demonstrate increasing independence in teamwork

Character & Integrity Attributes

- Flexible thinking
- Growth mindset
- Act with integrity
 - Celebrate differences
- Personal responsibility
 - Complete tasks
 - Do your best
- Ethical and transparent behavior
 - Be willing to be vulnerable
 - Collaborate to seek and provide support
- Servant leadership
 - Value all viewpoints
 - Include everyone in conversations
 - Foster collaborative participation

Key Progression:

Students move from **guided participation and structured collaboration (K–2)**

→ **shared responsibility and defined leadership roles (3–5)**

→ ultimately to **independent, ethical, and inclusive collaborative leadership (6–8)**.