

## BHM Portrait of a Graduate

### Essential Skills: Grades 3-5 Descriptors

<b>Student Agency:</b>	Students believe in themselves and act intentionally to build relationships, persist through obstacles, and activate their academic, social, emotional, and professional knowledge and skills to reach their potential.
<b>A. Building Relationships</b>	
1. Establish and maintain relational capacity with others.	<b>Students will:</b> <ul style="list-style-type: none"> <li>● Apply classroom norms that allow them to engage effectively in a range of collaborative discussions with diverse partners, honoring and building on others' ideas while expressing personal ideas and opinions clearly.</li> <li>● Communicate verbally and nonverbally to avoid, minimize, and resolve social conflict.</li> </ul>
2. Activate a physical and digital network of support for current and future success.	<b>Students will:</b> <ul style="list-style-type: none"> <li>● Collaborate with multiple peers and educators physically and digitally to build a network in a variety of communities to support academic, personal, social, and emotional needs.</li> <li>● Develop ongoing partnerships with peers and others to support success in both physical and digital learning environments.</li> </ul>
<b>B. Persisting Through Obstacles</b>	
1. Monitor progress toward long-term goals and aspirations.	<b>Students will:</b> <ul style="list-style-type: none"> <li>● Create personal short-term and long-term goals.</li> <li>● Assess progress toward short-term and long-term goals to foster accountability.</li> <li>● Articulate that goal setting helps to achieve future success and identify the steps needed to achieve goals.</li> </ul>
2. Seek help and feedback when necessary.	<b>Students will:</b> <ul style="list-style-type: none"> <li>● Utilize network members' knowledge to gain ideas for exploration from outside resources (hard copy or digital books, journals, and newspapers) in order to support academic, personal, social, and emotional needs.</li> <li>● Seek out and apply feedback from within the network as they self-monitor to diagnose areas of need.</li> </ul>
3. Develop a strong student voice to self-advocate.	<b>Students will:</b> <ul style="list-style-type: none"> <li>● Apply strategies to a variety of situations in which they need to advocate for themselves and speak up for others, both in and out of the classroom community.</li> <li>● Determine motivators that positively impact performance and foster a growth mindset.</li> </ul>
<b>C. Activating Knowledge and Skills</b>	
1. Create a strong sense of self-identity by connecting with one's emotions, thoughts, and values.	<b>Students will:</b> <ul style="list-style-type: none"> <li>● Demonstrate an appreciation that individuals bring diverse and unique thoughts and values to enrich the learning community.</li> <li>● Apply strategies and skills that promote self-awareness in the classroom setting and community.</li> </ul>
2. Develop and activate leadership traits and behaviors.	<b>Students will:</b> <ul style="list-style-type: none"> <li>● Contribute to the classroom community and/or schoolwide success by participating in a variety of leadership opportunities.</li> <li>● Reflect on personal strengths and collective contribution toward the success of the classroom community or broader school community through the use of reflective tools.</li> <li>● Take leadership roles in the classroom and broader school community.</li> </ul>
3. Think critically, behave safely, and participate responsibly in the digital world.	<b>Students will:</b> <ul style="list-style-type: none"> <li>● Demonstrate the ability to make healthy choices when collaborating with others in a digital world and use empathy when engaging with others.</li> <li>● Think critically and reflect before entering personal information or making decisions in a digital world.</li> </ul>

	<ul style="list-style-type: none"> <li>Recognize the feelings of self and others when making decisions about when, where, and how to use technology responsibly.</li> </ul>
<b>Rigorous Academic Preparedness:</b>	Students develop academic skills and can successfully complete rigorous college and career preparatory curriculum and experiences.
<b>A. Writing</b>	
1. Communicate thoughts and ideas through the writing process.	<b>Students will:</b> <ul style="list-style-type: none"> <li>Communicate using academic language and content-specific vocabulary through drawings and the writing process to clarify thinking and demonstrate ideas and wonderings.</li> <li>Write as a communication tool to express thinking through the modes of writing (descriptive, narrative, expository, and persuasive).</li> </ul>
2. Write as a tool to demonstrate learning and deepen understanding of content.	<b>Students will:</b> <ul style="list-style-type: none"> <li>Write (note-taking, quickwrites, DLIQ, etc.) to connect thinking, to summarize and reflect on learning, and as a resource to apply or demonstrate learning.</li> <li>Develop answers, reactions, and arguments to substantiate a perspective based on individual and collective thinking around texts (images, songs, pictures, books, infographics, online content, etc.) or personal experiences.</li> <li>Write using varied language and vocabulary, as well as evidence from single or multiple sources, to demonstrate obvious, concise, and relevant reasoning based on assigned texts or tasks.</li> </ul>
<b>B. Inquiry</b>	
1. Use questioning to demonstrate critical thinking and clarify learning.	<b>Students will:</b> <ul style="list-style-type: none"> <li>Apply inquiry consistently and purposefully about content, experiences, and tasks that deepen thinking.</li> <li>Develop questions at higher levels of thinking about content, experiences, and tasks.</li> <li>Respond to questions using individual or multiple sources to support the learning and higher levels of thinking.</li> </ul>
2. Conduct proficient, academic investigation through the research process.	<b>Students will:</b> <ul style="list-style-type: none"> <li>Engage in the full research process to explore academic investigations through activities and collaborative learning experiences.</li> <li>Engage in the three types of research projects: informative, persuasive, and analytical.</li> <li>Identify, collect, and determine the relevance of each source regarding the investigation.</li> </ul>
<b>C. Collaboration</b>	
1. Communicate clearly through effective speaking and active listening.	<b>Students will:</b> <ul style="list-style-type: none"> <li>Engage in various discussions expressing ideas clearly and building on those of others with different perspectives, while using active listening strategies, posing and answering questions, formulating and expressing opinions, and drawing conclusions.</li> </ul>
2. Work productively and effectively within groups in learning environments.	<b>Students will:</b> <ul style="list-style-type: none"> <li>Work collaboratively with gradual release of leadership responsibility within whole and small groups, following identified rules of engagement in learning environments.</li> <li>Work in various learning environments, engaging in different age-appropriate roles that allow students to self-select how they leverage leadership strengths through collaboration.</li> </ul>

D. Organization	
1. Manage materials using physical and digital organizational systems and routines.	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Apply personalized organization routines (such as spiral notebooks or three-ring binders with a dividing system) and take ownership and responsibility for organizing personal belongings, as well as shared class materials, and engaging in procedures to maintain organization in physical, digital, and blended learning environments.</li> <li>● Set goals and experiment with various organizational systems and become independent in choosing a system to maintain materials.</li> </ul>
2. Manage time to plan and prioritize appropriately.	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Manage engagement in learning by following the classroom routines.</li> <li>● Allocate time using agendas/planners to show responsibility for the completion of assignments or upcoming tasks/events with greater complexity in order to foster accountability.</li> </ul>
3. Organize information and thinking.	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Identify and use the appropriate graphic organizer to manage information.</li> <li>● Apply the thought process, with increased depth and complexity, required to use information to complete activities.</li> </ul>
E. Reading	
1. Deepen understanding of a variety of texts by engaging in the critical reading process.	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Activate background knowledge based on personal experiences and other provided information around a particular topic or focus to answer questions, as well as to describe and recall important topic details based on multiple related content resources.</li> <li>● Engage in the exploration of increasingly complex texts (such as images, books, infographics, and videos), with gradual release of responsibility, to develop new ideas and wonderings based on a particular topic.</li> <li>● Extend new or expanded understanding of a particular topic for the purpose of applying learning to academic and personal experiences to arrive at new or more complex conclusions, as well as to determine how the focus topic is related to other texts, class content, or historic and current events.</li> </ul>
<b>Opportunity Knowledge:</b>	Students research opportunities, set goals, make choices that support their long-term aspirations, and successfully navigate to the next level.
A. Advancing College Preparedness	
1. Explore education and college path based on personal strengths, skills, and interests.	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Conduct research, based on personal strengths and interests, to gain awareness about different college pathways.</li> <li>● Demonstrate key personal characteristics for academic and social behaviors needed in middle school/junior high, high school, and college.</li> </ul>
2. Explore college admission requirements, including financing, testing, and application.	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Articulate the pathway through elementary, middle school/junior high, high school, and college.</li> <li>● Demonstrate awareness of college requirements, including costs, application, and testing.</li> <li>● Apply strategies to support making academic and social behavior progress.</li> </ul>
3. Plan education and college path based on personal goals.	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Articulate how learning supports progress toward achieving personal goals and being prepared for postsecondary success.</li> <li>● Explore courses offered by the middle school/junior high to determine the best options to support progress toward high school and college.</li> </ul>

	<ul style="list-style-type: none"> <li>Assess progress toward short-term and long-term goals, articulate that goal setting helps to achieve future success, and identify the steps needed to achieve goals.</li> </ul>
<b>B. Building Career Preparedness</b>	
<p>1. Build awareness of personal fit related to career readiness and selection.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Articulate career pathways, including the variety of jobs within a career, and determine the skills and traits needed to be successful in that field.</li> <li>Demonstrate key personal characteristics for academic and social behaviors needed in middle school/ junior high, high school, and careers.</li> <li>Identify best-fit career fields based on personal academic and social fit to develop short- and long-term career pathways.</li> </ul>
<p>2. Plan education and career path based on personal goals.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explore the feeder patterns and types of electives available at district schools and compare similarities and differences among the programs.</li> <li>Articulate how course selection decisions can lead to career choices.</li> <li>Engage in activities within career fields of interest (such as virtual field trips, videos, career days, and job-related role-playing) to make intentional connections between academic performance and careers.</li> </ul>
<b>C. Developing Future Readiness</b>	
<p>1. Develop personal financial literacy to make appropriate financial choices.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Articulate the value of money and how it is budgeted and saved for short- and long-term purchases.</li> <li>Demonstrate understanding that short-term decisions about saving and spending impact future decisions.</li> <li>Articulate an understanding that postsecondary education costs money.</li> <li>Articulate an understanding that career paths have different salaries.</li> </ul>
<p>2. Develop a professional profile and monitor digital footprint.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Articulate what a digital footprint is, how to protect personal information, and how to manage actions in the digital world.</li> <li>Articulate how to determine if information comes from a reliable source.</li> <li>Apply the components to create an age-appropriate professional profile.</li> </ul>