

BHM Portrait of a Graduate

Essential Skills: Middle School Descriptors

Student Agency:	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.
A. Building Relationships	
1. Establish and maintain relational capacity with others.	Students will: <ul style="list-style-type: none"> ● Reflect on conflict situations to strengthen the ability to deal with the emotions that accompany conflict in leadership roles.
2. Activate a physical and digital network of support for current and future success	Students will: <ul style="list-style-type: none"> ● Maintain a strong support network for academic and career success. ● Identify mentors who influence, support, and guide future transitions and success.
B. Persisting Through Obstacles	
1. Monitor progress toward long-term goals and aspirations.	Students will: <ul style="list-style-type: none"> ● Gain awareness of motivators that positively impact performance.
2. Seek help and feedback when necessary.	Students will: <ul style="list-style-type: none"> ● Self-monitor to diagnose areas of need (e.g. academic, personal, social-emotional) ● Seek help related to areas of need.
3. Develop a strong student voice to self-advocate.	Students will: <ul style="list-style-type: none"> ● 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. ● Reflect on current status and skills to strengthen mental flexibility now and in the future ● Recognize and overcome obstacles that could hinder future success.
C. Activating Knowledge and Skills	
1. Create a strong sense of self-identity by connecting with one's emotions, thoughts, and values.	Students will: <ul style="list-style-type: none"> ● Identify strategies and skills that promote self-awareness. ● Identify individual strengths and areas of challenge related to academic skills and performance.
2. Develop and activate leadership traits and behaviors	Students will: <ul style="list-style-type: none"> ● Identify leadership opportunities and positions across the school and community. ● Determine formal and informal leadership opportunities that could be pursued. ● Pursue leadership and/or mentorship opportunities across the school and community.
3. Think critically, behave safely, and participate responsibly in the digital world.	Students will: <ul style="list-style-type: none"> ● Demonstrate the ability to make healthy choices when collaborating with others in a digital world and use empathy when engaging with others. ● Think critically and reflect before entering personal information or making decisions in a digital world. ● Recognize the feelings of self and others when making decisions about when, where, and how to use technology responsibly.
Rigorous Academic Preparedness:	Students develop academic skills and can successfully complete rigorous college and career preparatory curriculum and experiences.

A. Writing	
1. Communicate thoughts and ideas through the writing process.	<p>Students will:</p> <ul style="list-style-type: none"> Communicate using academic language and content-specific vocabulary through drawings and the writing process to clarify thinking and demonstrate ideas and wonderings. Write as a communication tool to express thinking through the modes of writing (descriptive, narrative, expository, and persuasive).
2. Write as a tool to demonstrate learning and deepen understanding of content.	<p>Students will:</p> <ul style="list-style-type: none"> Write (note-taking, quickwrites, DLIQ, etc.) to connect thinking, to summarize and reflect on learning, and as a resource to apply or demonstrate learning. 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. 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.
B. Inquiry	
1. Use questioning to demonstrate critical thinking and clarify learning.	<p>Students will:</p> <p>Develop inquiry skills through focused observations and analyses. Use questioning techniques to think critically about content and concepts.</p>
2. Conduct proficient, academic investigation through the research process.	<p>Students will:</p> <ul style="list-style-type: none"> Construct written claims and support them with reasoning and evidence.
C. Collaboration	
1. Communicate clearly through effective speaking and active listening.	<p>Students will:</p> <ul style="list-style-type: none"> Adjust ineffective verbal and non-verbal communication into effective communication.
2. Work productively and effectively within groups in learning environments.	<p>Students will:</p> <ul style="list-style-type: none"> Establish norms and expectations around appreciating diversity among group members. Summarize points of agreement and disagreement from varying perspectives.
D. Organization	
1. Manage materials using physical and digital organizational systems and routines.	<p>Students will:</p> <ul style="list-style-type: none"> Refine usage of organizational tools (e.g. binders/eBinders, portfolios, or digital folders) and systems that support academic success. Develop efficient, individualized routines related to using organizational tools and planning strategies to enhance academic performance.
2. Manage time to plan and prioritize	<p>Students will:</p> <ul style="list-style-type: none"> Understand and demonstrate the concepts and practices of backwards mapping. Utilize an organizational tool to record obligations and constraints on time.

appropriately.	
3. Organize information and thinking.	Students will: <ul style="list-style-type: none"> Apply visual frameworks to organize language and comprehend key concepts.
E. Reading	
1. Deepen understanding of a variety of texts by engaging in the critical reading process.	Students will: <ul style="list-style-type: none"> Activate by building background knowledge related to the text preview and by connecting vocabulary within texts to broader concepts of the text. Engage by creating text dependent questions while reading that align with the reading purpose. Extend beyond the text analyzing how to best apply key learning.
Opportunity Knowledge:	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.	Students will: <ul style="list-style-type: none"> Explore the significance of GPA at different stages of the academic journey. Explore college options and terminology.
2. Explore college admission requirements, including financing, testing, and application.	Students will: <ul style="list-style-type: none"> Identify what is meant by match schools, reach schools, and safety schools in order to determine the best academic fit during the selection process. Prepare for college entrance exams.
3. Plan education and college path based on personal goals.	Students will: <ul style="list-style-type: none"> Reflect on how academic plans and course completion support progress toward desired major. Determine which courses or opportunities align with college goals and plans. Explore campus-, district-, or community-based opportunities to earn college credit in high school (dual credit, online learning, etc.).
B. Building Career Preparedness	
1. Build awareness of personal fit related to career readiness and selection.	Students will: <ul style="list-style-type: none"> Identify personal interests and skills related to future career aspirations. Define key personal attributes for academic, social, and financial fit related to career selection.
2. Plan education and career path based on personal goals.	Students will: <ul style="list-style-type: none"> Increase familiarity with career terminology. Distinguish between jobs, careers, and career fields. Explore career fields and career pathways, including what resources and opportunities are available locally.

C. Developing Future Readiness

1. Develop personal financial literacy to make appropriate financial choices.	Students will: <ul style="list-style-type: none">• Understand scholarships and the role they play in college financing.• Increase awareness and apply basic concepts of budgeting, spending, and making responsible financial decisions.
2. Develop a professional profile and monitor digital footprint.	Students will: <ul style="list-style-type: none">• Make appropriate choices in the digital world.• Determine personal interest for extracurricular and community service activities within the school and community.• Explore and experience extracurricular and community service activities within the school and community.