

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"> • Deepen relational capacity with classmates through effectively managing conflict
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"> • Identify reasons for why progress is or isn't being made towards accomplishing goals
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) • Recognize and overcome obstacles that could hinder future success
3. Develop a strong student voice to self-advocate.	Students will: <ul style="list-style-type: none"> • Explore how individual motivators and self-monitoring of motivation impact academic performance
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"> • Identify examples of online behaviors that may hurt, embarrass, or offend others • Identify de-escalation strategies when dealing with digital drama • Identify traits connected to responsibility, integrity and ethical interactions with others

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.	Students will: <ul style="list-style-type: none"> ● Plan and structure writing based on the mode (descriptive, narrative, expository, argumentative) ● Write multiple drafts with increased depth, based on feedback and observations
2. Write as a tool to demonstrate learning and deepen understanding of content.	Students will: <ul style="list-style-type: none"> ● Take notes, with an emphasis on identifying and recording the note-taking objective and/or Essential Question ● Take notes, with an emphasis on setting up notes, including all required components ● Take notes, with an emphasis on recording main ideas and important information ● Take notes, with an emphasis on using strategies to organize notes (e.g., indentation, bullets, outlines, skipping lines, color-coding)
B. Inquiry	
1. Use questioning to demonstrate critical thinking and clarify learning.	Students will: <ul style="list-style-type: none"> ● Develop inquiry skills through focused observations and analyses ● Use questioning techniques to think critically about content and concepts
2. Conduct proficient, academic investigation through the research process.	Students will: <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.	Students will: <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.	Students will: <ul style="list-style-type: none"> ● Utilize technology with the global community to explore topics from multiple perspectives ● Utilize technology as a tool for collaboration both synchronously and asynchronously
D. Organization	
1. Manage materials using physical and digital organizational systems and routines.	Students will: <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

<p>2. Manage time to plan and prioritize appropriately.</p>	<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
<p>3. Organize information and thinking.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Apply visual frameworks to organize language and comprehend key concepts.
<p>E. Reading</p>	
<p>1. Deepen understanding of a variety of texts by engaging in the critical reading process.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Build background knowledge related to the text preview • Create text dependent questions while reading that align with the reading purpose • Connect vocabulary within texts to broader concepts of the text • Extend beyond the text analyzing how to best apply key learning
<p>Opportunity Knowledge:</p>	<p>Students research opportunities, set goals, make choices that support their long-term aspirations, and successfully navigate to the next level</p>
<p>A. Advancing College Preparedness</p>	
<p>1. Explore education and college path based on personal strengths, skills, and interests.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Refine key personal attributes for academic, social, and financial fit related to college selection
<p>2. Explore college admission requirements, including financing, testing, and application.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Reflect on their current GPA and how it relates to college selection criteria • Compare various college campus structures, services, and opportunities • Evaluate personal level of readiness for scholarship eligibility
<p>3. Plan education and college path based on personal goals.</p>	<p>Students will:</p> <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.)
<p>B. Building Career Preparedness</p>	
<p>1. Build awareness of personal fit related to career readiness and selection.</p>	<p>Students will:</p> <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
<p>2. Plan education and career path based on personal goals.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Reflect on how academic plans and course completion support progress toward desired career field

C. Developing Future Readiness

1. Develop personal financial literacy to make appropriate financial choices.	Students will: <ul style="list-style-type: none">● 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">● Define "digital reputation" and identify examples of social media posts that can have a positive or negative effect● Identify the elements of a strong digital profile