

BHM Portrait of a Graduate Essential Skills: PreK-12 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:
PreK–K	<ul style="list-style-type: none"> • Demonstrate awareness of classroom norms by taking turns speaking through active listening strategies. • Engage in collaborative conversations with both peers and adults in whole-group and small-group settings and during play-based learning. • Communicate verbally and nonverbally to resolve social conflict.
Grades 1–2	<ul style="list-style-type: none"> • Demonstrate an understanding of classroom norms by actively listening to others and taking turns speaking in complete thoughts and sentences. • Engage in collaborative discussion with both peers and adults in whole-group and small-group settings and during play-based learning. • Communicate verbally and nonverbally to minimize and resolve social conflict.
Grades 3–5	<ul style="list-style-type: none"> • 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. • Communicate verbally and nonverbally to avoid, minimize, and resolve social conflict.
Middle School	<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.
High School	<ul style="list-style-type: none"> • Manage and resolve conflict with others.

2. Activate a physical and digital network of support for current and future success.

	Students will:
PreK–K	<ul style="list-style-type: none"> • Collaborate with others physically and digitally to build a network within the classroom community to support academic, personal, social, and emotional needs. • Collaborate with a consistent partner, or Study Buddy, to develop and nurture partnerships.
Grades 1–2	<ul style="list-style-type: none"> • Collaborate with others physically and digitally to build a network within the schoolwide community to support academic, personal, social, and emotional needs in a variety of situations. • Collaborate with a consistent partner, or Study Buddy, to develop and nurture partnerships in both digital and physical learning environments.
Grades 3–5	<ul style="list-style-type: none"> • 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. • Develop ongoing partnerships with peers and others to support success in both physical and digital learning environments.
Middle School	<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.
High School	<ul style="list-style-type: none"> • Develop a support network, including peers and adults, for academic and future success

- Generate and maintain a network of support for current and future success.

B. Persisting Through Obstacles

1. Monitor progress toward long-term goals and aspirations.

	Students will:
PreK–K	<ul style="list-style-type: none"> • Engage in developing short-term behavioral class goals. • Monitor short-term class goals. • Recognize that goals help to achieve future success.
Grades 1–2	<ul style="list-style-type: none"> • Create personal short-term and long-term goals. • Monitor short-term and long-term goals. • Identify the steps needed to achieve goals and future success.
Grades 3–5	<ul style="list-style-type: none"> • Create personal short-term and long-term goals. • Assess progress toward short-term and long-term goals to foster accountability. • Articulate that goal setting helps to achieve future success and identify the steps needed to achieve goals.
Middle School	<ul style="list-style-type: none"> • Gain awareness of motivators that positively impact performance
High School	<ul style="list-style-type: none"> • Explore how individual motivators and self-monitoring of motivation impact academic performance

2. Seek help and feedback when necessary.

	Students will:
PreK–K	<ul style="list-style-type: none"> • Identify and acknowledge situations where they need help and seek out the appropriate source (adults and/or peers). • Receive feedback from adults and/or peers within the classroom community network.
Grades 1–2	<ul style="list-style-type: none"> • Seek support from the appropriate network for academic, personal, social, and emotional needs. • Accept and start to apply feedback from adults and/or peers within the schoolwide community network.
Grades 3–5	<ul style="list-style-type: none"> • 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. • Seek out and apply feedback from within the network as they self-monitor to diagnose areas of need.
Middle School	<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
High School	<ul style="list-style-type: none"> • Strengthen ability to self-advocate related to areas of need. • Leverage support network to assist within areas of need. • Self-monitor and seek help when necessary.

3. Develop a strong student voice to self-advocate.

	Students will:
PreK–K	<ul style="list-style-type: none"> • Demonstrate awareness of a variety of situations in which they need to speak up for themselves.
Grades 1–2	<ul style="list-style-type: none"> • Demonstrate an understanding of a variety of situations in which they need to advocate for themselves by speaking up, both in and out of the classroom community.
Grades 3–5	<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.

	<ul style="list-style-type: none"> Determine motivators that positively impact performance and foster a growth mindset.
Middle School	<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
High School	<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. Demonstrate persistence, flexibility, and adaptability.

C. Activating Knowledge and Skills

1. Create a strong sense of self-identity by connecting with one's emotions, thoughts, and values.

	Students will:
PreK–K	<ul style="list-style-type: none"> Demonstrate an awareness of basic personal emotions and begin to learn strategies to manage them. Communicate that individual differences make us unique using words and expressions.
Grades 1–2	<ul style="list-style-type: none"> Identify and recognize in themselves a range of emotions and use strategies to manage them. Communicate in complete sentences and expressions that individual differences make us unique and each person's values enrich the learning community.
Grades 3–5	<ul style="list-style-type: none"> Demonstrate an appreciation that individuals bring diverse and unique thoughts and values to enrich the learning community. Apply strategies and skills that promote self-awareness in the classroom setting and community.
Middle School	<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
High School	<ul style="list-style-type: none"> Apply self-awareness strategies and skills with a variety of academic challenges. Demonstrate self-awareness strategies and skills.

2. Develop and activate leadership traits and behaviors.

	Students will:
PreK–K	<ul style="list-style-type: none"> Contribute to the classroom community's success by participating in classroom community roles and responsibilities. Reflect on individual and collective contributions toward the success of the classroom community.
Grades 1–2	<ul style="list-style-type: none"> Contribute to the classroom community's success by taking ownership of personal and classroom community roles and responsibilities. Reflect on personal strengths and collective contribution toward the success of the classroom community through teacher-led discussions.
Grades 3–5	<ul style="list-style-type: none"> Contribute to the classroom community and/or schoolwide success by participating in a variety of leadership opportunities. Reflect on personal strengths and collective contribution toward the success of the classroom community or broader school community through the use of reflective tools. Take leadership roles in the classroom and broader school community.
Middle School	<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.
High School	<ul style="list-style-type: none"> Pursue leadership and/or mentorship opportunities across the school and community. Hold leadership positions.

3. Think critically, behave safely, and participate responsibly in the digital world.

	Students will:
PreK–K	<ul style="list-style-type: none"> Stop, think, and seek adult guidance before making decisions in a digital world. Recognize the impact of screen time and respond responsibly. Demonstrate safe practices when collaborating in a digital world and communicate level of comfort when using technology.
Grades 1–2	<ul style="list-style-type: none"> Stop, reflect, and seek adult guidance before sharing personal information and making decisions in a digital world. Demonstrate safe, responsible, and respectful practices when collaborating in a digital world and communicate level of comfort when using technology.
Grades 3–5	<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.
Middle School	<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.
High School	<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. Attend to personal health, safety and balance (including digital security).

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:
PreK–K	<ul style="list-style-type: none"> Communicate thoughts and ideas using drawings, dictation, inventive writing, and authentic play-based learning.
Grades 1–2	<ul style="list-style-type: none"> Communicate using academic language through drawings and the writing process to demonstrate ideas. Communicate thoughts and ideas using the modes of writing (descriptive or narrative) through drawings, dictation, inventive writing, and authentic play-based learning.

Grades 3–5	<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).
Middle School	<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).
High School	<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 a variety of texts.

2. Write as a tool to demonstrate learning and deepen understanding of content.

	Students will:
PreK–K	<ul style="list-style-type: none"> Write (note-taking, quickwrites, quickdraw, DLIQ, etc.) to show what they know and help remember information. Develop answers or reactions to text (images, songs, pictures, books, infographics, online content, etc.), content, and experiences through drawing, verbally sharing ideas, or authentic play-based learning.
Grades 1–2	<ul style="list-style-type: none"> Write (note-taking, quickwrites, quickdraw, DLIQ, etc.) to show what they know, remember information that can be used to respond to tasks and assignments, and begin to demonstrate how to use the recorded information. Engage in individual and collective thinking, posing questions to develop answers and reactions to texts (images, songs, pictures, books, infographics, online content, etc.) or personal experiences.
Grades 3–5	<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.
Middle School	<ul style="list-style-type: none"> Routinely practice all 5 phases of the Focused Note Taking process
High School	<ul style="list-style-type: none"> Routinely practice all 5 phases of the Focused Note Taking process

B. Inquiry

1. Use questioning to demonstrate critical thinking and clarify learning.

	Students will:
PreK–K	<ul style="list-style-type: none"> Engage in inquiry-based activities regularly about content, experiences, and tasks in a whole-group setting.
Grades 1–2	<ul style="list-style-type: none"> Engage in inquiry-based activities regularly using content, experiences, and tasks that deepen thinking. Develop appropriate questions about content, experiences, and tasks. Respond to questions appropriately to support the learning and higher levels of thinking.

Grades 3–5	<ul style="list-style-type: none"> ● Apply inquiry consistently and purposefully about content, experiences, and tasks that deepen thinking. ● Develop questions at higher levels of thinking about content, experiences, and tasks. ● Respond to questions using individual or multiple sources to support the learning and higher levels of thinking.
Middle School	<ul style="list-style-type: none"> ● Develop inquiry skills through focused observations and analyses ● Use questioning techniques to think critically about content and concepts
High School	<ul style="list-style-type: none"> ● Use questioning techniques to engage in discussions and think critically about content and concepts.

2. Conduct proficient, academic investigation through the research process.

	Students will:
PreK–K	<ul style="list-style-type: none"> ● Explore academic investigations through experiences and authentic play-based learning. ● Demonstrate awareness of the research process through informative research projects conducted within whole and small groups.
Grades 1–2	<ul style="list-style-type: none"> ● Engage in the initial stages of the research process to explore academic investigations through activities and collaborative learning experiences. ● Demonstrate understanding of the research process through informative research projects conducted within whole and small groups. ● Identify and collect relevant sources to help the investigative process.
Grades 3–5	<ul style="list-style-type: none"> ● Engage in the full research process to explore academic investigations through activities and collaborative learning experiences. ● Engage in the three types of research projects: informative, persuasive, and analytical. ● Identify, collect, and determine the relevance of each source regarding the investigation.
Middle School	<ul style="list-style-type: none"> ● Construct written claims and support them with reasoning and evidence.
High School	<ul style="list-style-type: none"> ● Cite evidence and support claims.

C. Collaboration

1. Communicate clearly through effective speaking and active listening.

	Students will:
PreK–K	<ul style="list-style-type: none"> ● Engage in discussions through whole and small groups and at play, using multiple exchanges with different perspectives by practicing active listening strategies.
Grades 1–2	<ul style="list-style-type: none"> ● Engage in discussions through whole and small groups and at play, using multiple exchanges with different perspectives by practicing active listening strategies, building on others' comments, and asking questions.
Grades 3–5	<ul style="list-style-type: none"> ● 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.
Middle School	<ul style="list-style-type: none"> ● Adjust ineffective verbal and non-verbal communication into effective communication.
High School	<ul style="list-style-type: none"> ● Clearly communicate verbally and non-verbally, including appropriate usage of technology.

2. Work productively and effectively within groups in learning environments.

	Students will:
PreK–K	<ul style="list-style-type: none"> Work collaboratively within whole and small groups and at play, following identified rules of engagement in learning environments. Work in various learning environments, engaging in different age-appropriate roles.
Grades 1–2	<ul style="list-style-type: none"> Work collaboratively with role assignments within whole and small groups, as well as during structured play, following identified rules of engagement in learning environments. Work in various learning environments, engaging in different age-appropriate roles as assigned, to help students begin identifying various leadership strengths and styles through collaboration.
Grades 3–5	<ul style="list-style-type: none"> Work collaboratively with gradual release of leadership responsibility within whole and small groups, following identified rules of engagement in learning environments. Work in various learning environments, engaging in different age-appropriate roles that allow students to self-select how they leverage leadership strengths through collaboration.
Middle School	<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
High School	<ul style="list-style-type: none"> Integrate multiple perspectives into group products. Work productively and effectively in diverse teams with diverse perspectives.

D. Organization

1. Manage materials using physical and digital organizational systems and routines.

	Students will:
PreK–K	<ul style="list-style-type: none"> Follow the routines of organizing personal belongings (such as backpacks, folders, desks/tables, or cubbies), as well as shared class materials, and engaging in procedures to maintain organization in physical, digital, and blended learning environments.
Grades 1–2	<ul style="list-style-type: none"> Follow the routines of organizing personal belongings (such as backpacks, folders, desks/tables, or supply boxes), as well as shared class materials, and engaging in procedures to maintain organization in physical, digital, and blended learning environments with increased independence. Set goals with organizational systems and routines to determine next steps to increase independence in organization.
Grades 3–5	<ul style="list-style-type: none"> 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. Set goals and experiment with various organizational systems and become independent in choosing a system to maintain materials.
Middle School	<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.
High School	<ul style="list-style-type: none"> Develop efficient, individualized routines related to using organizational tools and planning strategies to enhance academic performance. Routinely utilize organizational systems to access and archive materials efficiently.

2. Manage time to plan and prioritize appropriately.

	Students will:
PreK–K	<ul style="list-style-type: none"> Follow the classroom routines, as students learn to understand the passage of time to manage engagement in learning.
Grades 1–2	<ul style="list-style-type: none"> Follow the classroom routines, as students deepen understanding of the passage of time to manage engagement in learning. Use agendas/planners to learn to allocate time and take responsibility for the completion of assignments or upcoming tasks/events.
Grades 3–5	<ul style="list-style-type: none"> Manage engagement in learning by following the classroom routines. 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.
Middle School	<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
High School	<ul style="list-style-type: none"> Organize and allocate time based on priorities and task completion.

3. Organize information and thinking.

	Students will:
PreK–K	<ul style="list-style-type: none"> Use graphic organizers to manage information within whole and small groups. Demonstrate awareness of the thought process required to use information to complete activities.
Grades 1–2	<ul style="list-style-type: none"> Demonstrate an understanding about the differences between graphic organizers and how they are used to manage information. Demonstrate the thought process required to use information to complete activities.
Grades 3–5	<ul style="list-style-type: none"> Identify and use the appropriate graphic organizer to manage information. Apply the thought process, with increased depth and complexity, required to use information to complete activities.
Middle School	<ul style="list-style-type: none"> Apply visual frameworks to organize language and comprehend key concepts
High School	<ul style="list-style-type: none"> Manage varied visual frameworks to organize language, and show relationships between key concepts Organize information, indicating relationships between ideas.

E. Reading

1. Deepen understanding of a variety of texts by engaging in the critical reading process.

	Students will:
PreK–K	<ul style="list-style-type: none"> Activate background knowledge on personal experiences and other provided information around a particular topic or focus. Engage in the exploration of various texts (such as images, books, infographics, and videos) to develop new ideas and wonderings based on a particular topic. Extend new or expanded understanding of a particular topic for the purpose of applying learning to academic and personal experiences.
Grades 1–2	<ul style="list-style-type: none"> Activate background knowledge based on personal experiences and other provided information around a particular topic or focus to answer questions about important topic details. Engage in the exploration of increasingly complex texts (such as images, books, infographics, and videos) to develop new ideas and wonderings based on a

	<p>particular topic.</p> <ul style="list-style-type: none"> 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.
Grades 3–5	<ul style="list-style-type: none"> 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. 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. 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.
Middle School	<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.
High School	<ul style="list-style-type: none"> Activate background knowledge by previewing text to connect with or build background knowledge and by examining key academic and content-related vocabulary to deepen comprehension of texts. Engage by interacting with the text to process information as it is read. Extend beyond the text by using academic thinking skills (applying, analyzing, evaluating, and/or synthesizing 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:
PreK–K	<ul style="list-style-type: none"> Engage in educator-led, whole-group conversations about interests and life experiences. Identify key personal characteristics for academic and social behaviors needed in the classroom community.
Grades 1–2	<ul style="list-style-type: none"> Engage in educator-led, whole-group discussions about college, based on interests, community, and the world around them. Demonstrate an understanding of key personal characteristics for academic and social behaviors needed in the schoolwide community.
Grades 3–5	<ul style="list-style-type: none"> Conduct research, based on personal strengths and interests, to gain awareness about different college pathways. Demonstrate key personal characteristics for academic and social behaviors needed in middle school/junior high, high school, and college.
Middle School	<ul style="list-style-type: none"> Explore the significance of GPA at different stages of the academic journey Explore college options and terminology
High School	<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. Apply understanding of key college selection criteria to academic performance to

determine best-fit colleges.

2. Explore college admission requirements, including financing, testing, and application.

	Students will:
PreK–K	<ul style="list-style-type: none"> ● Demonstrate awareness of the pathway through elementary school. ● Demonstrate awareness of the process used to determine academic and social behavior progress.
Grades 1–2	<ul style="list-style-type: none"> ● Demonstrate awareness of the pathway through elementary, middle school/junior high, high school, and college. ● Demonstrate an understanding of the process used to determine academic and social behavior progress.
Grades 3–5	<ul style="list-style-type: none"> ● Articulate the pathway through elementary, middle school/junior high, high school, and college. ● Demonstrate awareness of college requirements, including costs, application, and testing. ● Apply strategies to support making academic and social behavior progress.
Middle School	<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
High School	<ul style="list-style-type: none"> ● Engage in a variety of information gathering to determine match, reach and safety schools to mitigate summer melt and undermatching during the selection process. ● Determine whether additional test prep and testing is needed to reach scholarship goals. ● Complete college admission requirements, including testing and application.

3. Plan education and college path based on personal goals.

	Students will:
PreK–K	<ul style="list-style-type: none"> ● Engage in developing short-term academic class goals to develop an awareness of how a strong academic path prepares them for the next level of learning. ● Monitor short-term class goals.
Grades 1–2	<ul style="list-style-type: none"> ● Create and monitor personal short-term and long-term academic goals to develop an understanding of how a strong academic path prepares them for the next level of learning. ● Recognize that goal setting helps to achieve future success and identify the steps needed to achieve goals.
Grades 3–5	<ul style="list-style-type: none"> ● Articulate how learning supports progress toward achieving personal goals and being prepared for postsecondary success. ● Explore courses offered by the middle school/junior high to determine the best options to support progress toward high school and college. ● 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.
Middle School	<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.)
High School	<ul style="list-style-type: none"> ● Produce long-term academic plans that align with goals. ● Plan for a successful transition to the next step in the academic journey. ● Gain exposure to pathways offering work opportunities (credentials, certifications, internships, etc.).

B. Building Career Preparedness

1. Build awareness of personal fit related to career readiness and selection.

	Students will:
PreK–K	<ul style="list-style-type: none"> Engage in educator-led, whole-group discussions to identify a variety of high-interest careers and demonstrate awareness of the jobs within a career field. Identify key personal characteristics for academic and social behaviors needed in the classroom community.
Grades 1–2	<ul style="list-style-type: none"> Engage in whole- and small-group discussions about the variety of jobs within high-interest careers and determine the skills and traits needed to be successful in that field. Demonstrate an understanding of key personal characteristics for academic and social behaviors needed in the schoolwide community. Expand thinking about potential careers based on personal interests and favorite subjects.
Grades 3–5	<ul style="list-style-type: none"> Articulate career pathways, including the variety of jobs within a career, and determine the skills and traits needed to be successful in that field. Demonstrate key personal characteristics for academic and social behaviors needed in middle school/ junior high, high school, and careers. Identify best-fit career fields based on personal academic and social fit to develop short- and long-term career pathways.
Middle School	<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
High School	<ul style="list-style-type: none"> Develop an authentic and personal definition of success. Refine 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:
PreK–K	<ul style="list-style-type: none"> Engage in educator-led, whole-group conversations about how daily learning will be used throughout jobs and careers. Engage in creating and monitoring short-term academic class goals to develop an awareness of how a strong academic path prepares them for careers.
Grades 1–2	<ul style="list-style-type: none"> Create personal short-term and long-term academic goals to develop an understanding of how a strong academic path prepares them for careers. Engage in activities within career fields of interest (such as virtual field trips, videos, and career days) to gain understanding and start thinking about the connection between academic performance and careers.
Grades 3–5	<ul style="list-style-type: none"> Explore the feeder patterns and types of electives available at district schools and compare similarities and differences among the programs. Articulate how course selection decisions can lead to career choices. 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.
Middle School	<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.
High School	<ul style="list-style-type: none"> Gain awareness of how academic performance links to career performance and success. Expand thinking of potential career fields by encouraging discovery of a variety of career fields and the opportunities therein. Develop knowledge and gain exposure to credentials or post-secondary education needed for career goals.

C. Developing Future Readiness

1. Develop personal financial literacy to make appropriate financial choices.

	Students will:
PreK–K	<ul style="list-style-type: none"> Identify the similarities and differences among common currency (penny, nickel, dime, quarter, and dollar). Gain an awareness that money is needed for basic living (food, shelter, clothing, etc.).
Grades 1–2	<ul style="list-style-type: none"> Demonstrate awareness that common currency has a value and can be counted. Gain an awareness of how money is earned. Engage in strategies that allow them to make financial choices about how to use money earned (cost of lunch, school supplies, or some type of incentive structure like a school store, awards, dollars, bucks, etc.).
Grades 3–5	<ul style="list-style-type: none"> Articulate the value of money and how it is budgeted and saved for short- and long-term purchases. Demonstrate understanding that short-term decisions about saving and spending impact future decisions. Articulate an understanding that postsecondary education costs money. Articulate an understanding that career paths have different salaries.
Middle School	<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
High School	<ul style="list-style-type: none"> Create a systematic decision-making model for personal financial decisions and circumstances. Research and evaluate scholarship offerings

2. Develop a professional profile and monitor digital footprint.

	Students will:
PreK–K	<ul style="list-style-type: none"> Engage in teacher-led, whole-group discussions about what a digital footprint is and how it applies to life. Develop awareness that the Internet contains both fact and fiction.
Grades 1–2	<ul style="list-style-type: none"> Engage in whole-group and small-group discussions about what a digital footprint is and understanding the permanence of actions in the digital world. Explore and determine if information comes from a reliable source. Gain an awareness of what a professional profile is and what its components are, using community helpers (name, career field, title, education level, employer, etc.).
Grades 3–5	<ul style="list-style-type: none"> Articulate what a digital footprint is, how to protect personal information, and how to manage actions in the digital world. Articulate how to determine if information comes from a reliable source. Apply the components to create an age-appropriate professional profile.
Middle School	<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
High School	<ul style="list-style-type: none"> Explore and pursue leadership opportunities in extracurricular and community service activities within the school, local and/or global community. Act as a globally and digitally aware, responsible, and contributing citizen.