

BHM Portrait of a Graduate

Essential Skills: PreK-K 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"> ● 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.
2. Activate a physical and digital network of support for current and future success	Students will: <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.
B. Persisting Through Obstacles	
1. Monitor progress toward long-term goals and aspirations.	Students will: <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.
2. Seek help and feedback when necessary.	Students will: <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.
3. Develop a strong student voice to self-advocate.	Students will: <ul style="list-style-type: none"> ● Demonstrate awareness of a variety of situations in which they need to speak up for themselves.
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"> ● 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.
2. Develop and activate leadership traits and behaviors	Students will: <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.
2. Think critically, behave safely, and participate responsibly in the digital world.	Students will: <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.

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"> Communicate thoughts and ideas using drawings, dictation, inventive writing, and authentic play-based learning.
2. Write as a tool to demonstrate learning and deepen understanding of content.	Students will: <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.
B. Inquiry	
1. Use questioning to demonstrate critical thinking and clarify learning.	Students will: Engage in inquiry-based activities regularly about content, experiences, and tasks in a whole-group setting.
2. Conduct proficient, academic investigation through the research process.	Students will: <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.
C. Collaboration	
1. Communicate clearly through effective speaking and active listening.	Students will: <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.
2. Work productively and effectively within groups in learning environments.	Students will: <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.
D. Organization	
1. Manage materials using physical and digital organizational systems and routines.	Students will: <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.
2. Manage time to plan and prioritize	Students will: <ul style="list-style-type: none"> Follow the classroom routines, as students learn to understand the passage of time to manage engagement in learning.

appropriately.	
3. Organize information and thinking.	Students will: <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.
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 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.
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"> ● 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.
2. Explore college admission requirements, including financing, testing, and application.	Students will: <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.
3. Plan education and college path based on personal goals.	Students will: <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.
B. Building Career Preparedness	
1. Build awareness of personal fit related to career readiness and selection.	Students will: <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.
2. Plan education and career path based on personal goals.	Students will: <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.

C. Developing Future Readiness

<p>1. Develop personal financial literacy to make appropriate financial choices.</p>	<p>Students will:</p> <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.).
<p>2. Develop a professional profile and monitor digital footprint.</p>	<p>Students will:</p> <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.