

BHM Portrait of a Graduate

Essential Skills: Grades 1-2 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 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.
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 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.
B. Persisting Through Obstacles	
1. Monitor progress toward long-term goals and aspirations.	Students will: <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.
2. Seek help and feedback when necessary.	Students will: <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.
3. Develop a strong student voice to self-advocate.	Students will: <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.
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 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.
2. Develop and activate leadership traits and behaviors.	Students will: <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.
3. Think critically, behave safely, and participate responsibly in the digital world.	Students will: <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.

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 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.
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, 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.
B. Inquiry	
1. Use questioning to demonstrate critical thinking and clarify learning.	Students will: <p>Engage in inquiry-based activities regularly using content, experiences, and tasks that deepen thinking.</p> <p>Develop appropriate questions about content, experiences, and tasks.</p> <p>Respond to questions appropriately to support the learning and higher levels of thinking.</p>
2. Conduct proficient, academic investigation through the research process.	Students will: <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.
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, building on others' comments, and asking questions.
2. Work productively and effectively within groups in learning environments.	Students will: <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.
D. Organization	

<p>1. Manage materials using physical and digital organizational systems and routines.</p>	<p>Students will:</p> <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.
<p>2. Manage time to plan and prioritize appropriately.</p>	<p>Students will:</p> <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.
<p>3. Organize information and thinking.</p>	<p>Students will:</p> <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.

E. Reading

<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"> ● 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 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.
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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

<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"> ● 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.
<p>2. Explore college admission requirements, including financing, testing, and application.</p>	<p>Students will:</p> <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.
<p>3. Plan education and college path based on personal goals.</p>	<p>Students will:</p> <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.

B. Building Career Preparedness

<p>1. Build awareness of personal fit related to career readiness and selection.</p>	<p>Students will:</p> <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.
<p>2. Plan education and career path based on personal goals.</p>	<p>Students will:</p> <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.
<p>C. Developing Future Readiness</p>	
<p>1. Develop personal financial literacy to make appropriate financial choices.</p>	<p>Students will:</p> <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.).
<p>2. Develop a professional profile and monitor digital footprint.</p>	<p>Students will:</p> <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.).