

Preparing for the Transition to High School

This lesson is designed to help students learn about the different opportunities available in high school.

OBJECTIVES

Students will...

1. Investigate courses that align with their favorite subjects, talents, and interests
2. Identify questions and concerns they have about entering high school
3. Explore clubs, activities, and other resources to help handle the transition to high school

ACTIVITIES

PART 1

Content Knowledge

Lead a class discussion about the transition to high school. Explain to students that high school is an entirely different world than middle school—it is not to be feared, but students should prepare. Explain that there is much to look forward to and with it comes change, more responsibilities, and opportunities.

Explain to students that in high school, they can expect:

- A broader range of courses
- More extracurricular activities
- Additional social opportunities
- A variety of school events

Encourage students to think about what opportunities they would like to pursue in high school. Have them consider:

- What clubs or organizations interest me?
- What subjects and courses am I curious about?
- What extracurricular or volunteer options do I want to check out?
- What do I consider some of my talents? How might these connect to activities I plan to pursue in high school?

Provide students high school resources and materials specific to your school so they can begin exploring options and preparing.

Grade Level: 8

MEFA PATHWAY SECTIONS WITHIN THIS LESSON:

- My Journal
- Digital Portfolio
- Document Library

DOMAIN:

- Academic Skills
- Social Emotional Learning

TIME:

- 45 minutes

MATERIALS NEEDED:

- Internet connection to work with the MEFA Pathway website

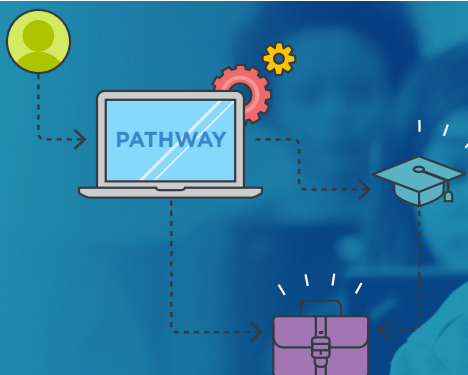
FUTURE READY SKILLS:

- Communication
- Evaluation
- Time management

VOCABULARY:

- Extracurricular
- Courses
- Social Opportunities

Email any questions to:
info@mefapathway.org



LESSON PLAN

PART 2

Applying Information

Instruct students to create a new journal entry by clicking on the pen icon in the lower right corner answering the questions above.

PART 3

Evaluating Information

Have students navigate to their *Digital Portfolio* under the *Create Your Profile* tab. Students should review their current list of interests as well as favorite subjects and add any new ones that are applicable by clicking the *EDIT* button and saving their changes.

PART 4

Critical Thinking/Creative Application

Ask students: What questions do I have about life in high school?

Have students come up with 3-5 open-ended questions they can ask high school counselors, current students, teachers, and coaches.

Create an opportunity for students to ask their questions, coordinating a small group to attend an upcoming class. It may be difficult to get everyone in the classroom at one time, so consider hosting guests virtually.

Before the session, give students access to a shared document that lists the participants where students can add their questions and identify who the questions will be directed to.

During the Q&A session, instruct students to download a copy of the document and take notes on it. Once the session is complete, have each student upload the document to the *Document Library* found on their *Dashboard* in MEFA Pathway.

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Preparing for the Transition to High School Grading Rubric

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CATEGORY	EXCELLENT 4	GOOD 3	SATISFACTORY 2	NEEDS IMPROVEMENT 1
Sequencing of Information	The information is organized in a clear, logical way.	Most information is organized in a clear, logical way.	Some information is logically sequenced.	There is no clear plan for the organization of information.
Effectiveness	The entry includes all material needed to give a good understanding of the topic.	The entry is lacking one or two key elements.	The entry is missing more than two key elements.	The entry is lacking several key elements and has inaccuracies.
Font Choice & Formatting	Font formats (size, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formats have been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Conventions. Student uses proper grammar, punctuation, and spelling.	The entry has no misspellings or grammatical errors.	The entry has 1- 2 misspellings, but no grammatical errors.	The entry has 1- 2 grammatical errors but no misspellings.	The entry has more than 2 grammatical and/or spelling errors.