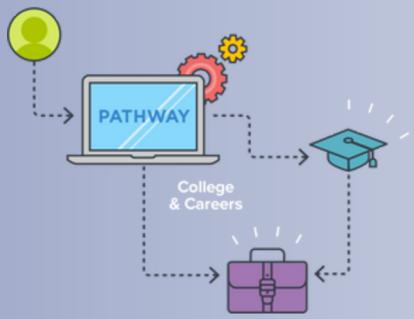


Preparing for the Transition to High School

**Grade Level:**

8

Domain:Academic Skills
Social Emotional Learning**TIME:**

45 Minutes

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.

MEFA Pathway Activities

- My Journal
- My Digital Portfolio
- My Documents

Materials Needed

- Internet connection

Vocabulary

- Extracurricular
- Courses
- Opportunities

Future Ready Skills

- Evaluating
- Communication
- Time-Management

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 the following questions:

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

Provide students information about courses and extracurricular activities specific to the high school they will attend so they can begin exploring options and preparing.

PART 2

APPLYING INFORMATION

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

PART 3

EVALUATING INFORMATION

Have students click on **My Digital Portfolio** under the About Me 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 in either box.

PART 4

CRITICAL THINKING/CREATIVE APPLICATION

Ask students: [What questions do you 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 of high school counselors/current students/teachers/coaches 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 guests who will be in attendance and have students add their questions and identify who the questions should 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 their MEFA Pathway account by clicking on the Home tab and then **MY DOCUMENTS**.

GRADING RUBRIC FOR JOURNAL ENTRIES

Category	Excellent	Good	Satisfactory	Needs Improvement
	4	3	2	1
Description	Offers a vivid, detailed, and insightful description of the experience, setting the stage for deeper reflection.	Provides a clear and detailed account of the experience, including relevant details.	Clearly describes the experience, event, or learning.	Offers a limited description of the experience.
Analysis	Engages in critical thinking, questioning assumptions, and demonstrating a thorough understanding of the learning.	Connects the experience to personal learning and raises some insightful questions.	Attempts to analyze the experience but may lack depth or clarity.	Superficial analysis, lacking deeper thought.
Future Application	Formulates clear, actionable plans for utilizing new insights and knowledge in future learning and experiences	Identifies specific ways to apply the learning to future situations or goals.	Suggests some possible connections to future learning or practice.	Makes no clear connection to future learning/action.