OWNERSHIP OF LEARNING

LESSON 6-2 ▲ WELCOME TO MIDDLE SCHOOL

**LEARNING GOALS/OUTCOMES**

* List key differences between elementary school and middle school
* Create at least three academic and two activity goals for 6th grade

**MATERIALS NEEDED**

* **Student Handouts:**
* My 6th Grade Goals
* **Sticky notes**

**CLASSROOM ACTIVITIES**

1. **Students receive a sticky note as they arrive to advisory.** Ask students to write down their name, the name of their elementary school, and the name of their last year’s teacher on a sticky note. Ask them to place their sticky note on a poster or wall, grouping them by school and by teacher.
2. **Students use the sticky notes to clarify the concept of ‘same’ and ‘different’.** Ask students what was the same about all their elementary classrooms last year. Give them an example, like “everybody was in 5th grade”. Ask students what was different about their elementary classrooms last year. Give them an example from the sticky notes, like “there were a different number of students in each classroom.” Explain to students that, in today’s class, they will be exploring what is the same and what is different about elementary and middle schools. They will also be setting goals for their 6th grade year.
3. **Students list the features of an elementary school.** Using a document camera or the board to record the ideas of the class, ask students to list different things that make up elementary school, such as recess, music class, lunches, or being in a different part of the school as they got older. Make a list of 15 - 20 features of an elementary school, under the title ‘Elementary.’
4. **Students identify the similarities between elementary and middle school.** Ask students which of the elementary school features also occur in middle school. Under the title ‘Middle School’, write the word ‘same’ beside elementary features that are the same in middle school.
5. **Students identify the differences between elementary and middle school**. Ask students to notice which elementary features are not the same in middle schools. Under the title ‘Middle School’, write a word or phrase that explains the difference. For example, if the elementary feature is ‘One teacher’, the middle school feature would be ‘Many teachers’. As new middle school features are noticed, add to the bottom of the Middle School column.
6. **Students discuss the realities of middle school.** As a whole class, discuss which differences are better in middle school and which ones are more challenging. Recognize that what is a challenge for one student may be an advantage for another – we all have differing styles. Also, discuss why middle school does things differently than elementary school.
7. **Students set academic goals for 6th grade.** Distribute the *My 6th Grade Goals* handout. Ask student to write in their classes for sixth grade. When they consider those classes, and all the differences of middle school, what are three goals they hope to accomplish in the 6th grade classes? Give an example of a goal, “Improve my final math score by 10%.” Tell students to create goals that can be measured. Also tell students that their goal sheet, their school achievements, and other Career Guidance Washington work will be presented to their advisor and parents at this year’s Student-Led Conference.
8. **Students set activity goals for 6th grade.** Ask students to verbally generate a list of activities that a 6th grade student can get involved in at school or in the community. Students are asked to write down any that sound interesting to them. Students are asked to set two ‘activity goals’ for 6th grade. These should be measurable, like the previous goals. For example, “Work on my basketball shot at least twice a week,” or “Join the school photography club.”
9. **Students identify common 6th grade goals.** Ask students to raise their hand if one of their goals relates to math. Ask students to raise their hand if one of their goals relates to a sport. Ask students to suggest a type of goal (like math or sports) that might be a common goal for students in this class. Poll the class to see if each suggestion is right.

**STUDENT PRODUCTS**

* **Completed *My 6th Grade Goals***

OWNERSHIP OF LEARNING

LESSON 6-2 STUDENT HANDOUT

 MY 6TH GRADE GOALS

**My name is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ My advisor is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CLASS SCHEDULE**

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6. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
7. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
8. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**By the end of 6th grade, I hope to accomplish the following in my classes:**

**Goal #1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Goal #2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Goal #3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**I plan to achieve the following activity goals in 6th grade:**

**Goal #4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Goal #5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**