Unit 1 Title: Transitioning To Middle School  
Grade Level: 5

Number of Lessons in Unit: 2

Time Required for each lesson: Approximately 45 minutes for each lesson

Best time of year to implement this Unit: Last quarter of 5th grade

Lesson Titles:
Lesson 1: Middle School Here I Come! (Part 1)
Materials/Special Preparations Required:
- Combination Locks of some kind (lockers, tool chests, locks etc.)
- Directions on how to open a combination lock
- Activity Sheet - Expectations and Skills Needed to be Successful in Middle School

Lesson 2: Middle School Here I Come! (Part 2)
Materials/Special Preparations Required:
- Activity Sheet - Transition to Middle School
- Transition to Middle School Instruction Sheet
- Provide written information about middle school or invite the Middle School Counselor/Teacher to talk with students about expectations.
- Activity Sheet - Future Plan of Action

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):
AD.5.A.05: Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure. (DOK Level - 3)

American School Counselor Association National Standard (ASCA):
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

| X | Goal 1: Gather, analyze and apply information and ideas  
10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers. |
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<td>Goal 2: Communicate effectively within and beyond the classroom</td>
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| X | Goal 3: Recognize and solve problems  
2. Develop and apply strategies based on ways others have prevented or solved problems.  
3. Develop and apply strategies based on one’s own experience in preventing or solving |

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Goal 4: Make decisions and act as responsible members of society
3. Analyze the duties and responsibilities of individuals in societies.
5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals.

This lesson supports the development of skills in the following academic content areas.

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<thead>
<tr>
<th>Academic Content Area(s)</th>
<th>Specific Skill(s)</th>
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<tbody>
<tr>
<td>X Communication Arts</td>
<td>6. Participating in formal and informal presentations and discussions of issues and ideas.</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>X Social Studies</td>
<td>6. Relationships of the individual and groups to institutions and cultural traditions. 7. The use of tools of social science inquiry.</td>
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<td>Science</td>
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<tr>
<td>Health/Physical Education</td>
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<td>Fine Arts</td>
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Unit Essential Questions:
Why do we have certain memories? How are transitions associated with life?

Unit Measurable Learning Objectives:
The student will have one successful opening of a combination lock.
The student will complete an activity sheet to self-assess her/his expectations and skills needed to be successful in middle school.
The student will identify nine goals for middle school by completing one “Plan of Action” activity sheet.
The student will develop a plan of action for one goal to accomplish before transitioning to middle school.

Unit Instructional Strategies/Instructional Activities:
X Direct (Drill & Practice; Guided & Shared-reading, listening, viewing, thinking)
X Indirect (Reflective Discussion; Concept Formation)
____ Experiential
____ Independent Study
X Interactive Instruction (Discussion; Cooperative Learning; Problem Solving)

Unit Summative Assessment (acceptable evidence):
Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will learn to open a combination lock.
Students will identify nine goals for transitioning to middle school and develop a plan of action for one goal.

Brief Summary of Unit:
Students will review the information about transition and determine if they are ready to transition to middle school. Expectations and skills will be identified to help students be
successful in middle school.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Knowledge of skills needed to be successful in school.