

EASING THE TRANSITION FROM MIDDLE SCHOOL TO HIGH SCHOOL FOR
LONG-TERM ENGLISH LEARNERS

by

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Project Description

The purpose of this project was to answer and address the question, *How do educational stakeholders help to create a successful transition from middle school to high school for our long-term English learners?* The project I chose to create is a curriculum unit that includes eighteen days of lessons. The project is in the form of Google Slides with corresponding Google Documents for students to work on throughout the unit. The corresponding activity for each lesson is linked in the Google Slides comment section.

The intended audience for this unit is eighth grade long-term English language learners (LTELs). It could be taught to seventh-grade LTEL students, as well, but the intended audience the project was created for was eighth-graders as they begin to transition into high school. Additionally, the intent was for this unit to be taught in a small sheltered classroom of only English language learners. It was not intended for a mixed group of students that includes non-English learners.

The project was designed using the Understanding by Design (UbD) framework, meaning I took my lesson objectives and the intended outcome (an informative text) and worked backwards from there (Wiggins & McTighe, 2011). I began with creating four unit objectives: the main unit objective is *I can create an informational poster/slides comparing and contrasting two key elements for the future*. The intention is that this project is created for their parents/guardians to help create a deeper understanding of the importance of the transition from middle school to high school, as well as to help them navigate the system a little better.

The word-level objective is *I can use unit vocabulary to talk about transitioning for the future*. The unit vocabulary are words and phrases that students need to use and understand

related to high school. The sentence-level objective is *I can write using compare and contrast sentence structures*. Students will then use these compare and contrast elements and apply them to two key elements about the transition from middle school to high school. They will use these as a framework in their final project. The discourse-level objective is *I can write two paragraphs using proper paragraph structure, punctuation, and compare and contrast language*. Students will already have had lessons on proper paragraph structure and punctuation, however, there are lessons incorporated into the unit that review this skill and allow students to practice it in various ways.

The overall unit objective incorporates all other objectives. The final project includes a rubric to ensure that students have learned and incorporate their new learning into the final project of an informative text. Each lesson in the unit focuses on one of these objectives so that students' learning is built upon as the unit progresses.

The unit incorporates many different skills the students will have already have learned or will teach the skills needed. It includes activities that allow students to start to understand their own preferences around their learning and learning styles. It also incorporates organizational skills and time management exercises to help students prepare for their transition into their new school. The final project will be graded on a rubric that assesses all of the unit objectives. The project students will create is comparing and contrasting two key elements about the future related to the transition from middle school to high school. Students are able to choose an informative project to showcase their learning by choosing Google Slides, a poster, or another project of their choosing. Students are then encouraged to translate or interpret their project for their families. This is both engaging and a beneficial exercise for multilingual students, as well as helpful for their families as they begin this transitioning process from middle school to high

school with their student. This final project and the act of sharing information with the students' families incorporates various stakeholders including the students themselves and their families.

[Transitions Project \(Google Slides\)](#)

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