



High School & BEYOND

Discover your future

Sponsored by



Elementary to Middle Transitions

Presenter:
Shelley Petillo,
Gateway Principal

How to prepare your Elementary School student for Middle School

- Attendance
- Academics
- Organization
- Behavior



A Day in the Life of the Middle School

- Arrival
- Students move from class to class throughout the day
- Lunch
- Academic Interventions
- Learning Management System

Clubs and Activities

Example of some clubs offered:

- Associated Student Body (ASB)
- Robotics Club
- Homework Club
- Yearbook Club
- Minecraft Club
- ACE (multicultural club)
- BHIP (anti-bullying club)
- Non-Compete Athletic Teams
 - Track and Field
 - Cross-Country
 - Wrestling

Course Options and Choices

One class offering at 6th grade level:

- Physical Education
- Science
- History

Choice Options for the following:

- Electives
- English/Language Arts
- Math

Course Options and Choices

One class offering at 6th
grade level:

- Physical Education
- Science
- History



Course Options and Choices

Choice Options for the following:

- Electives
- English/Language Arts
- Math

Course Options and Choices

Choice Options for the following:

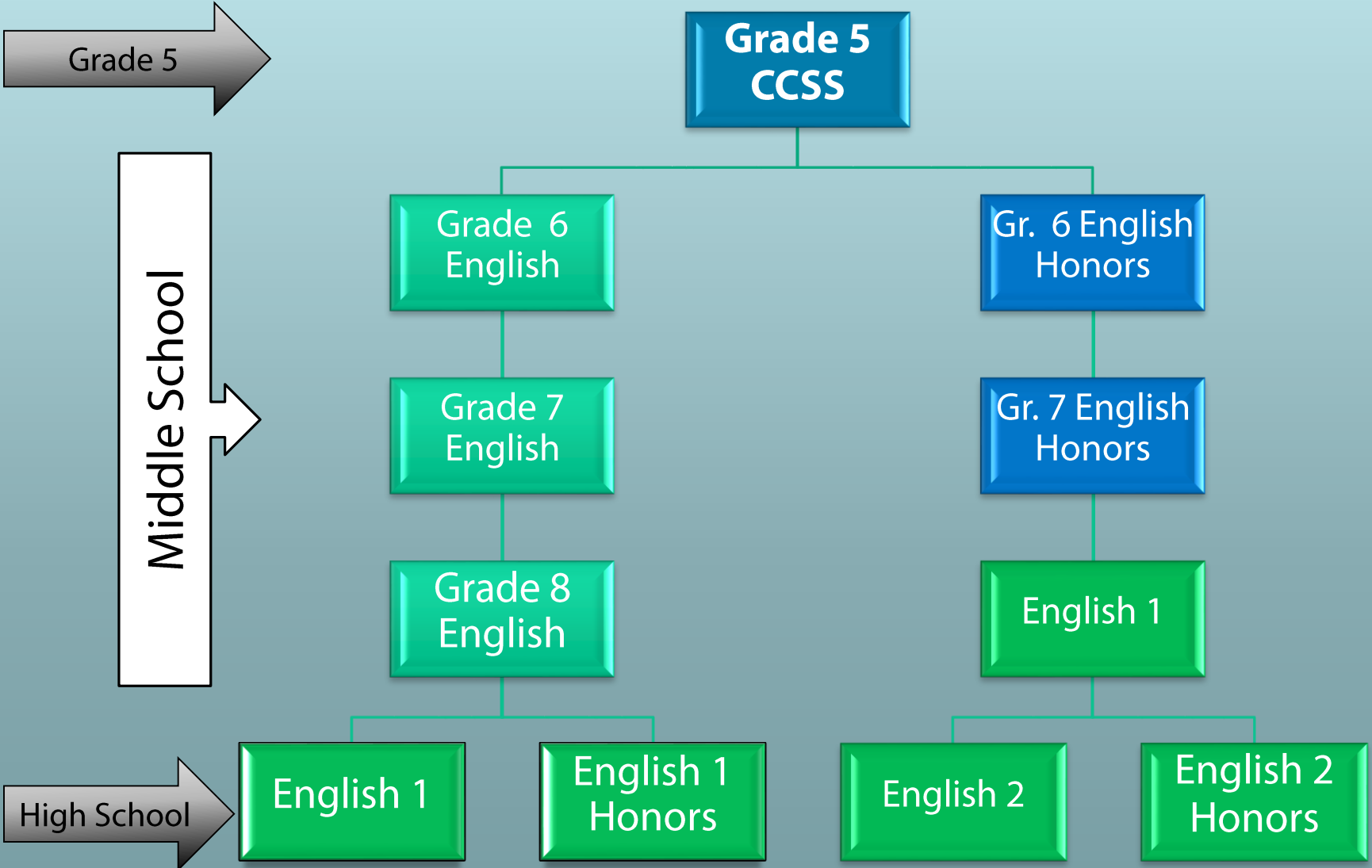
- Electives
- English/Language Arts
- Math

Course Options and Choices

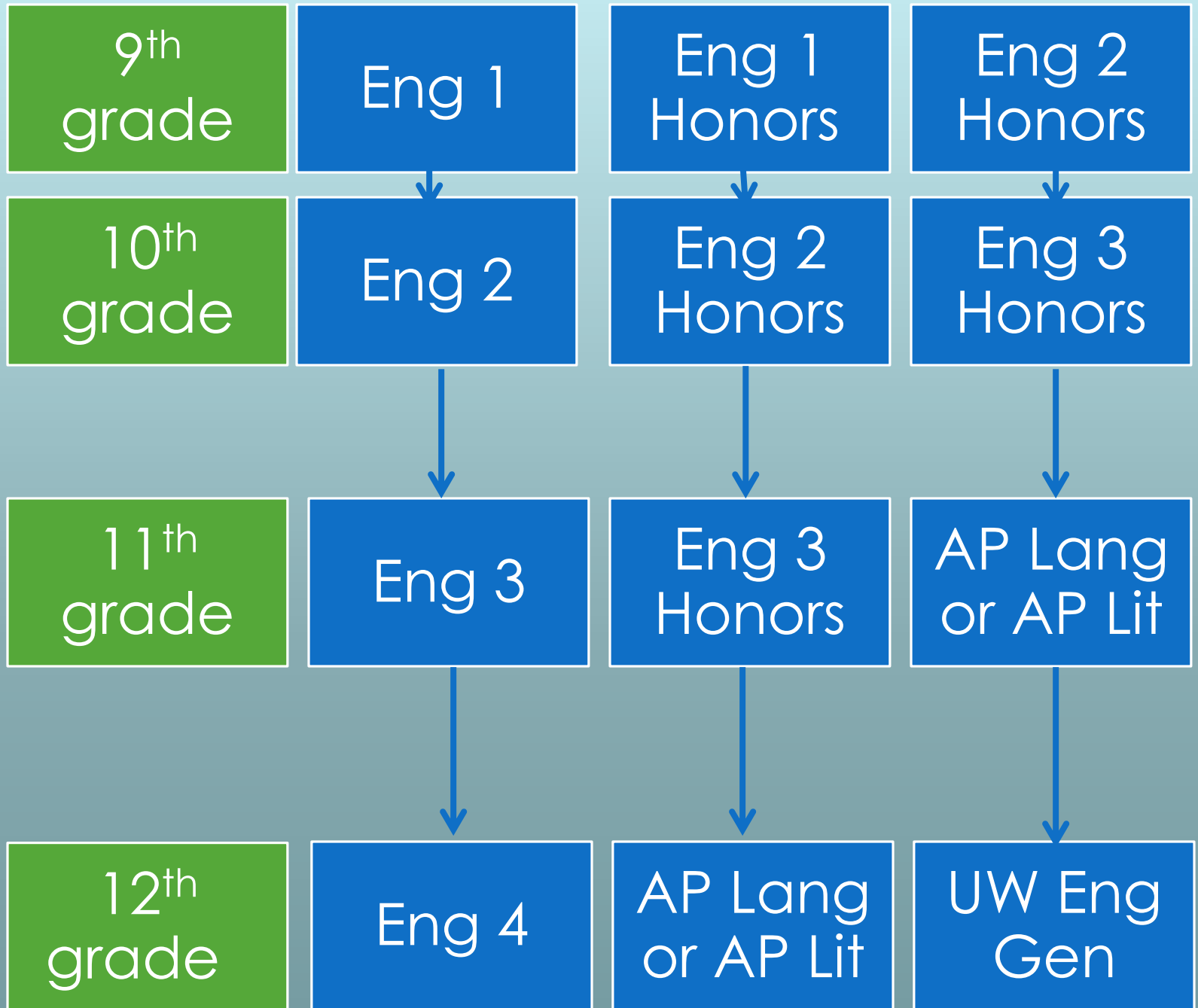
Choice Options for the following:

- Electives
- English/Language Arts
- Math

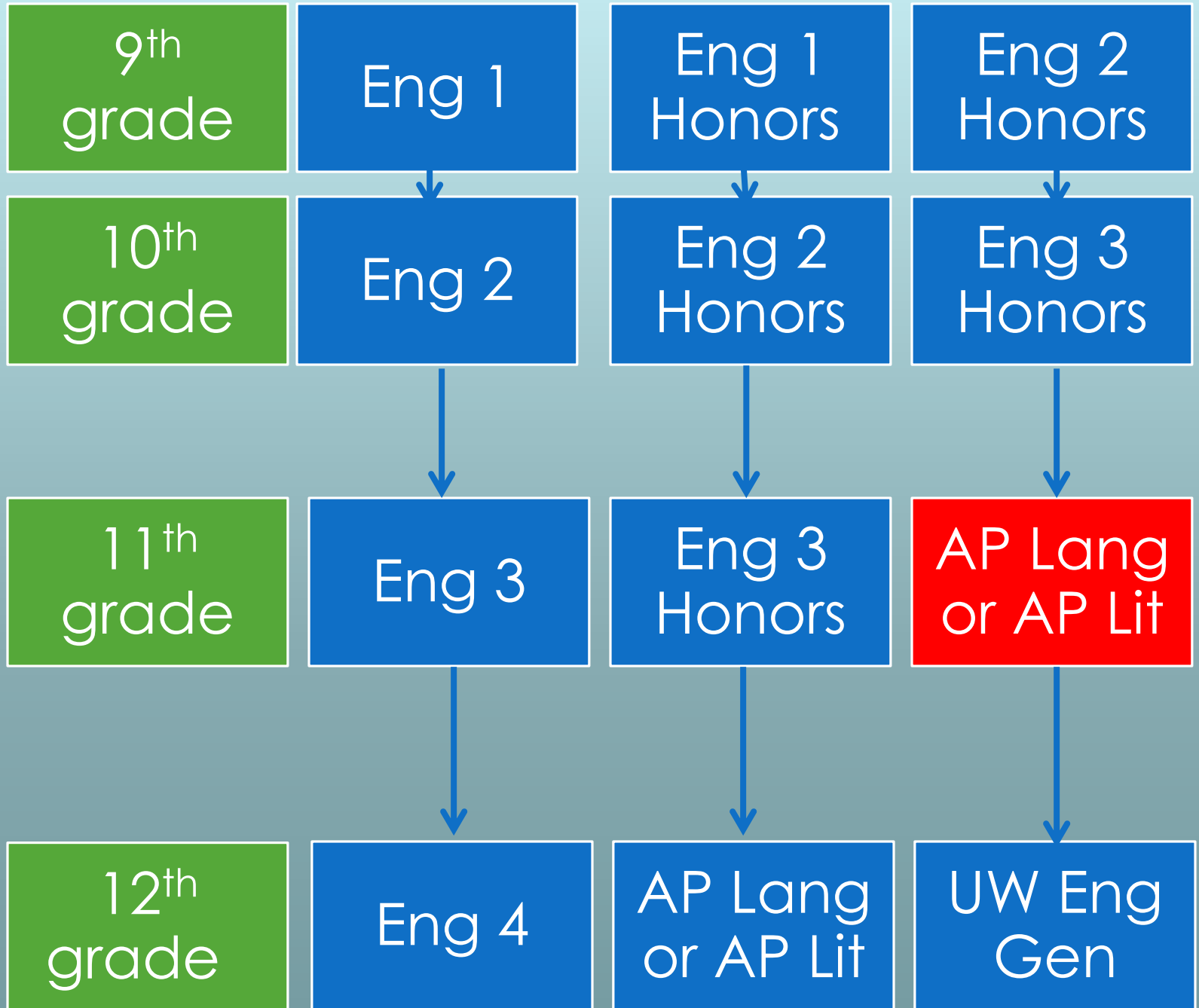
Middle School English Sequence



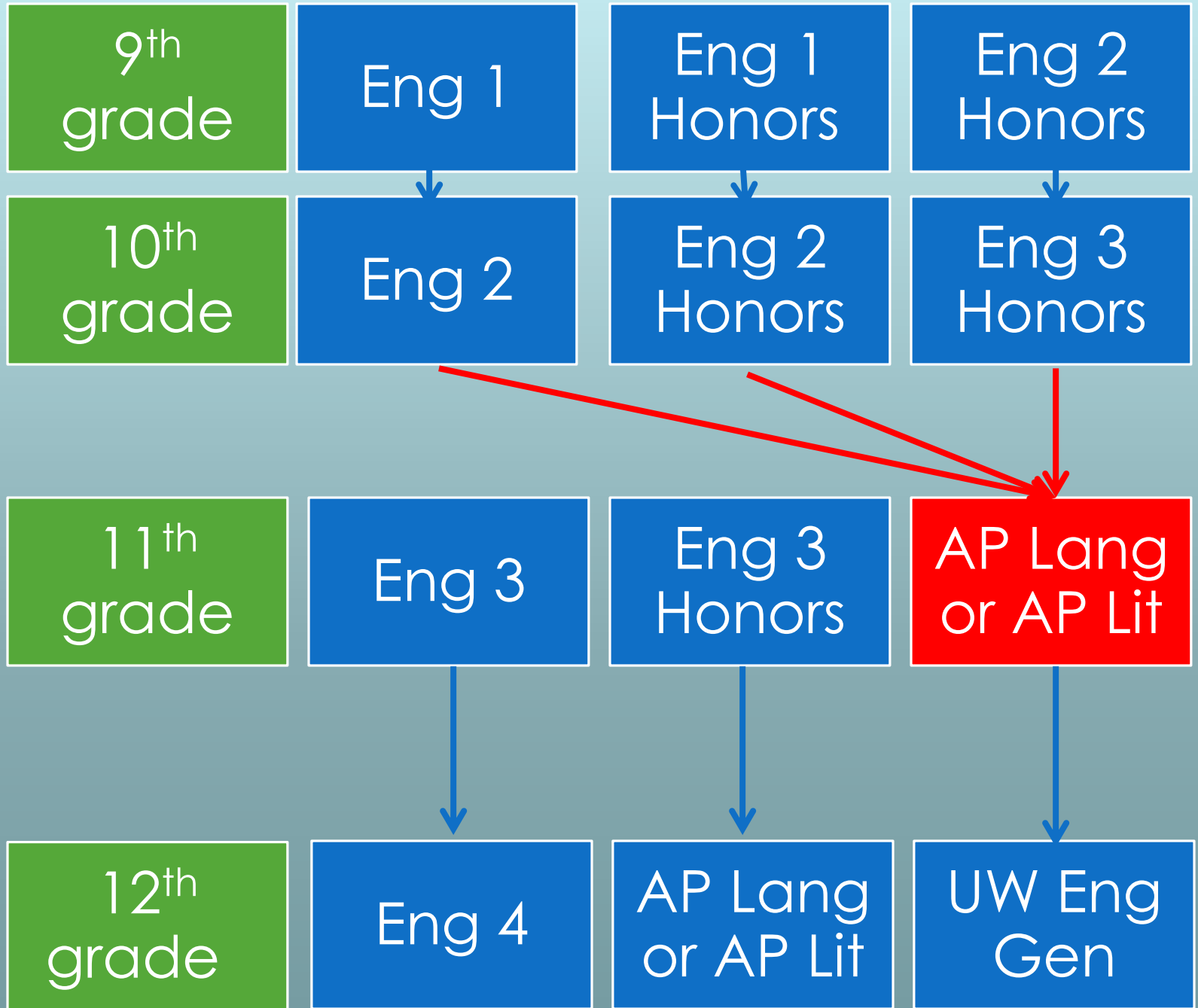
High School



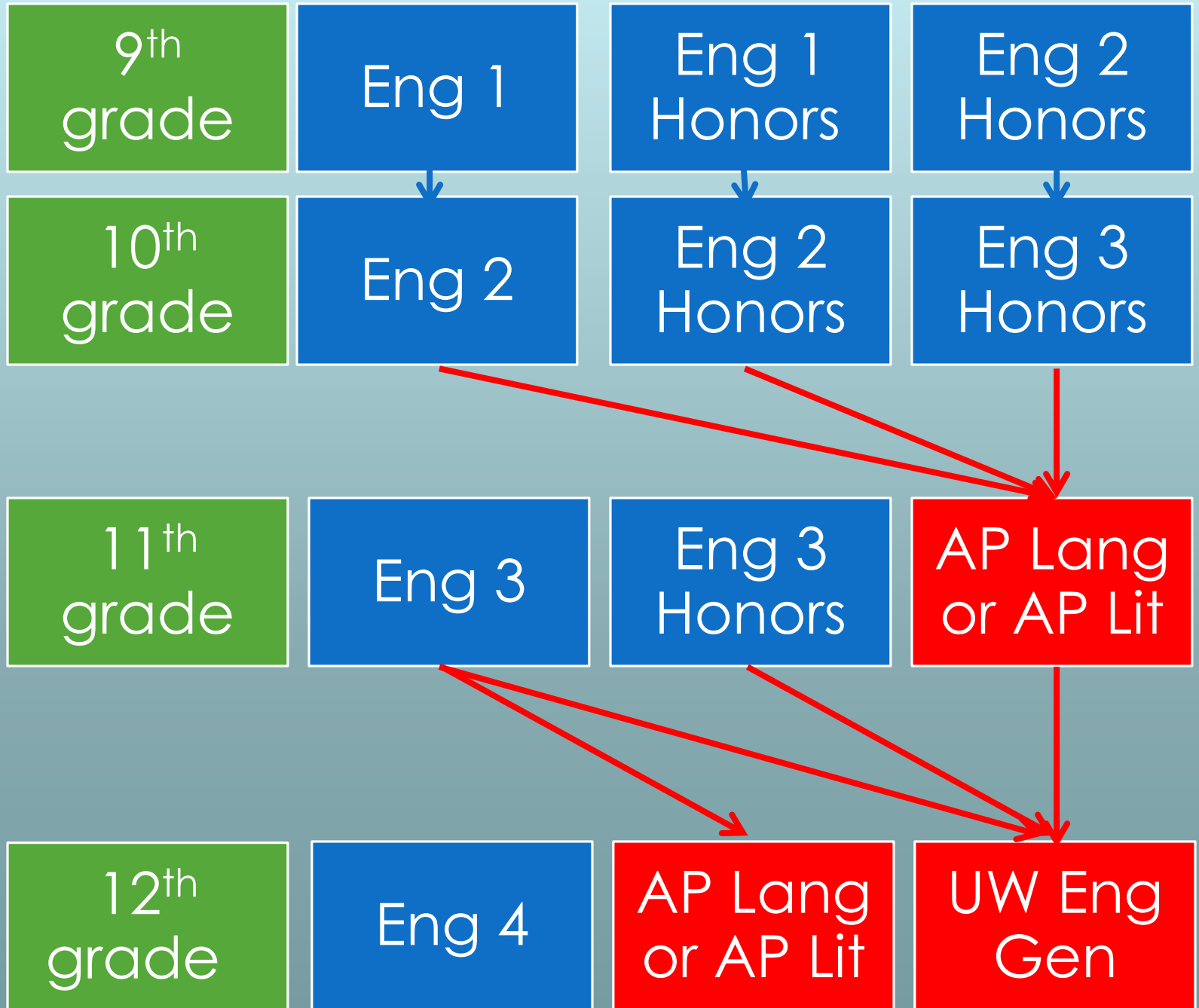
High School



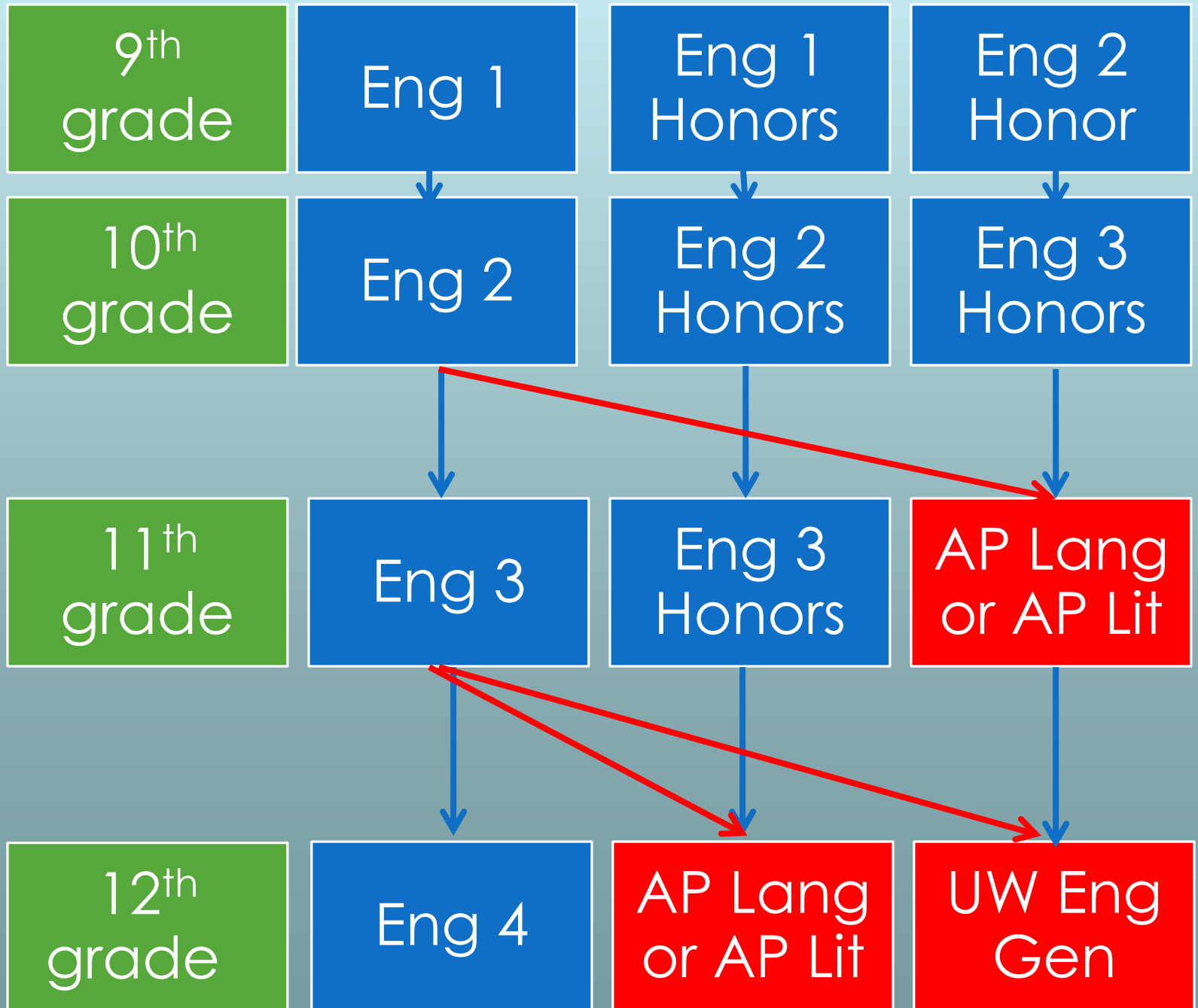
High School



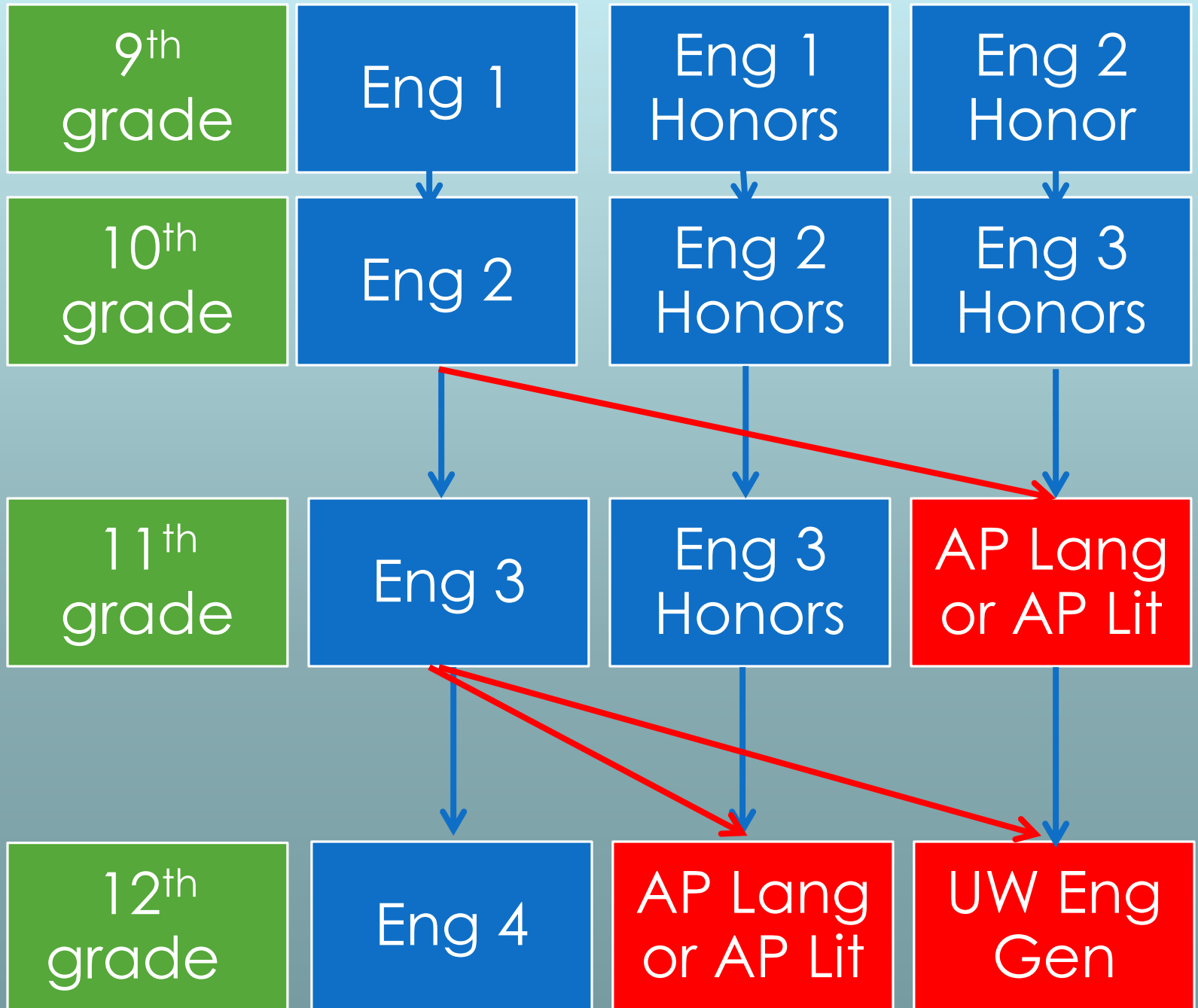
High School



High School



High School



English Language Arts

- Regardless if you are in English 6 or English 6 Honors, you will still be able to take
 - AP Language
 - AP Literature
 - UW College in the HS

English 1 Honors and English 2 Honors are NOT pre-requisite for AP and College courses

Course Options and Choices

Choice Options for the following:

- Electives
- English/Language Arts
- Math

Rigor For All- Math

Options for incoming 6th grade are:

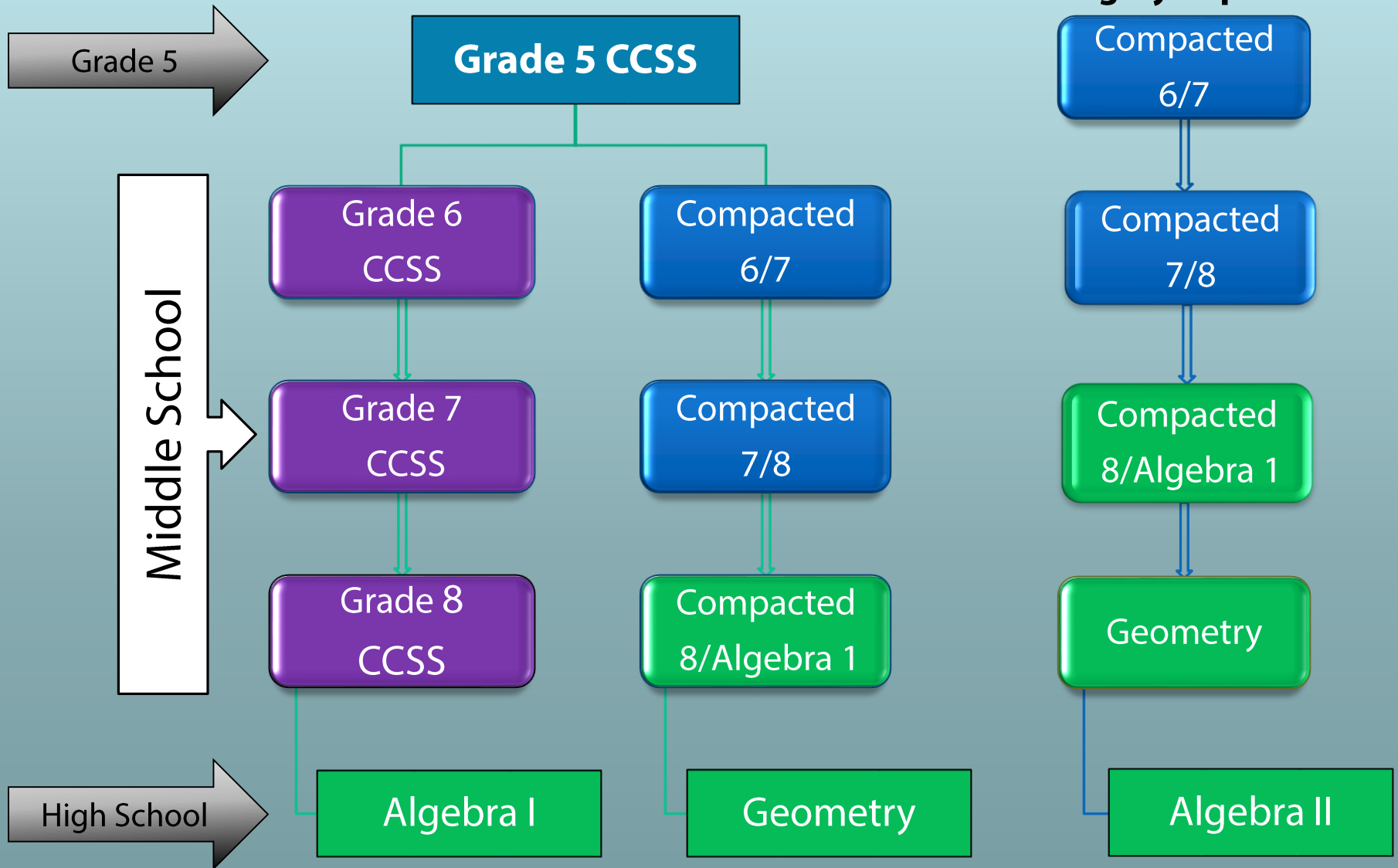
Math 605 (6th grade math)

Math 607* (6th/7th grade math)

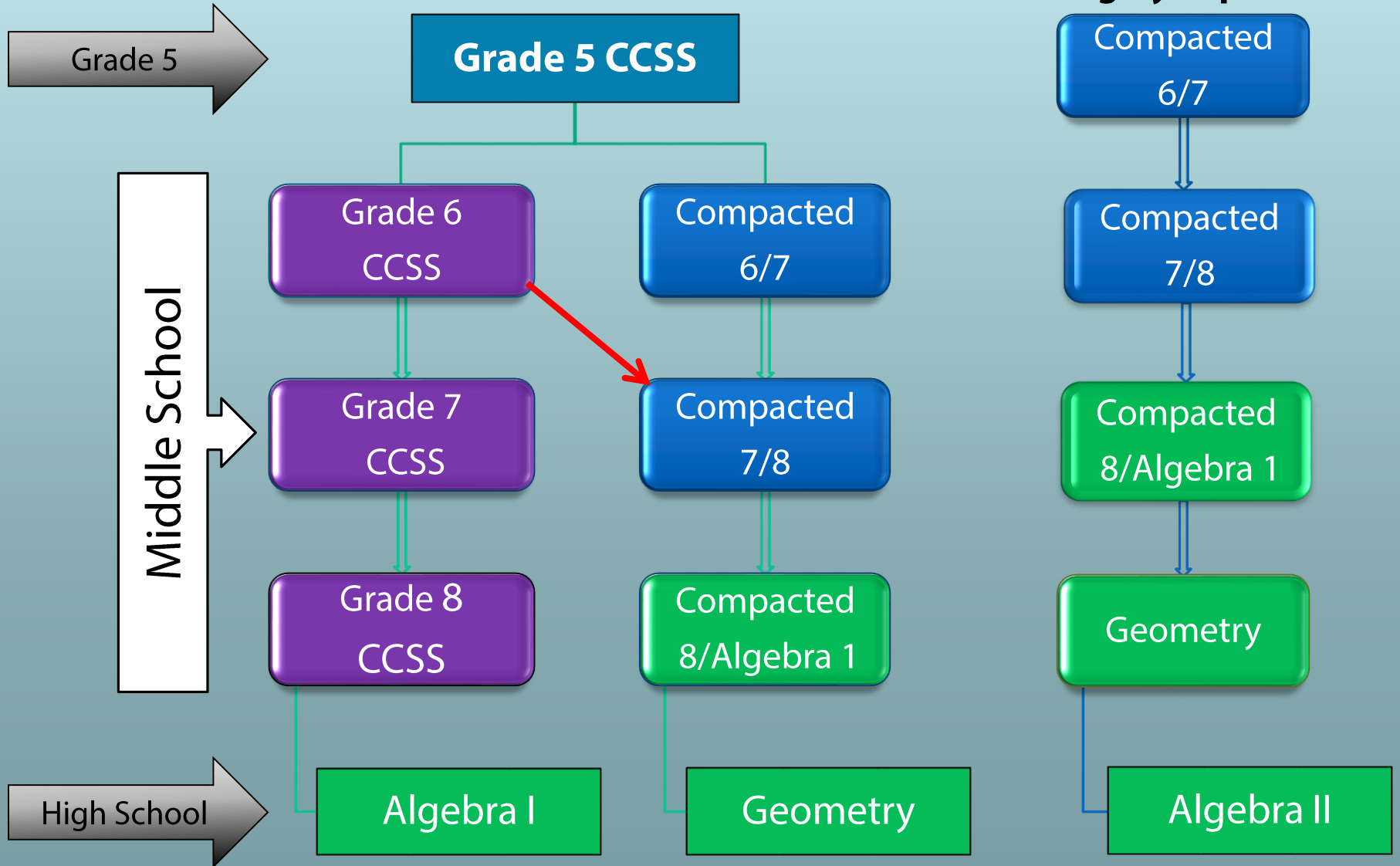
Math 708* (7th/8th grade math)

*these classes “Compacted Math”, which means that it’s a single grade’s content as well as $1/3$ to $1/2$ of the next grade, too.

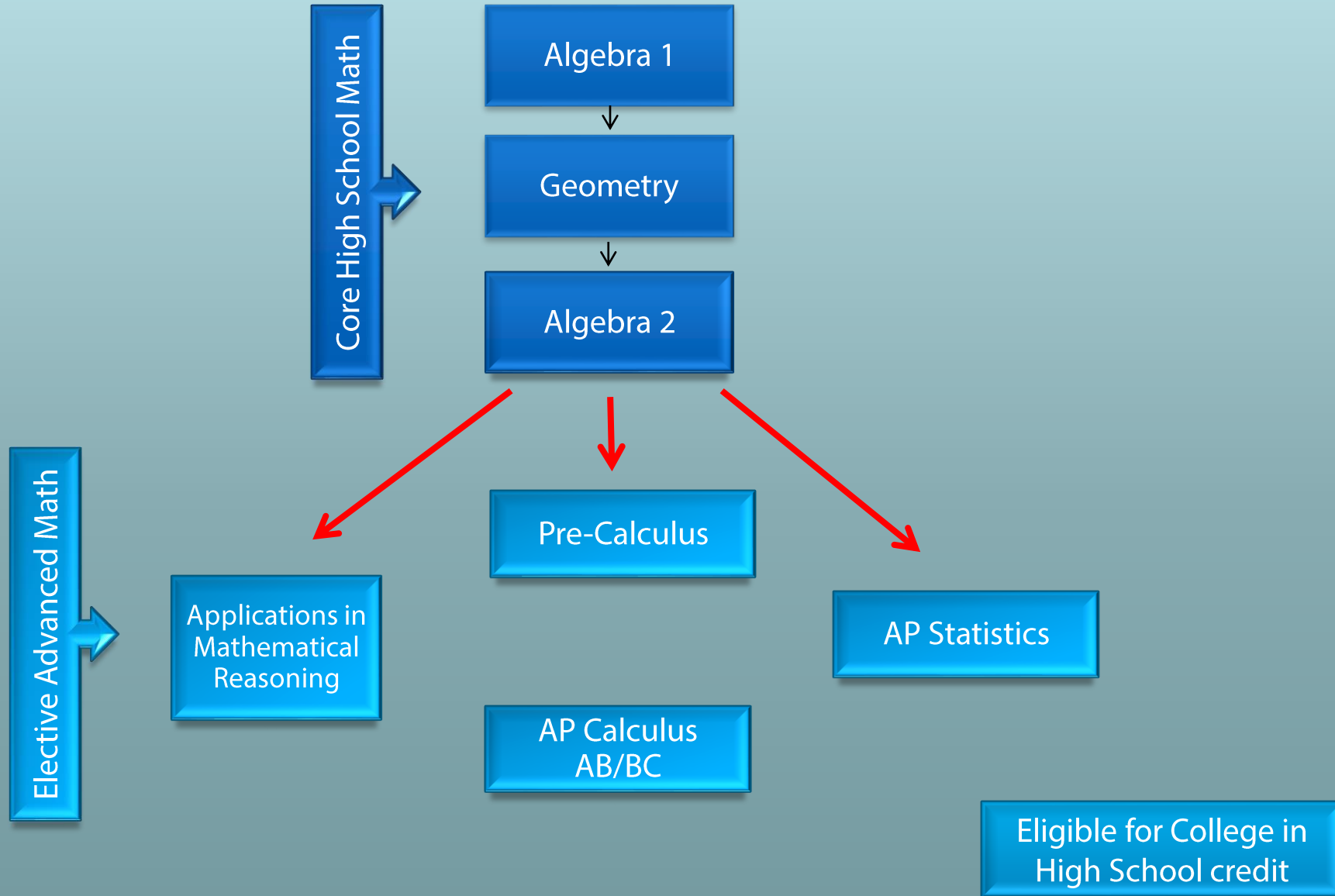
Middle School Math Sequence



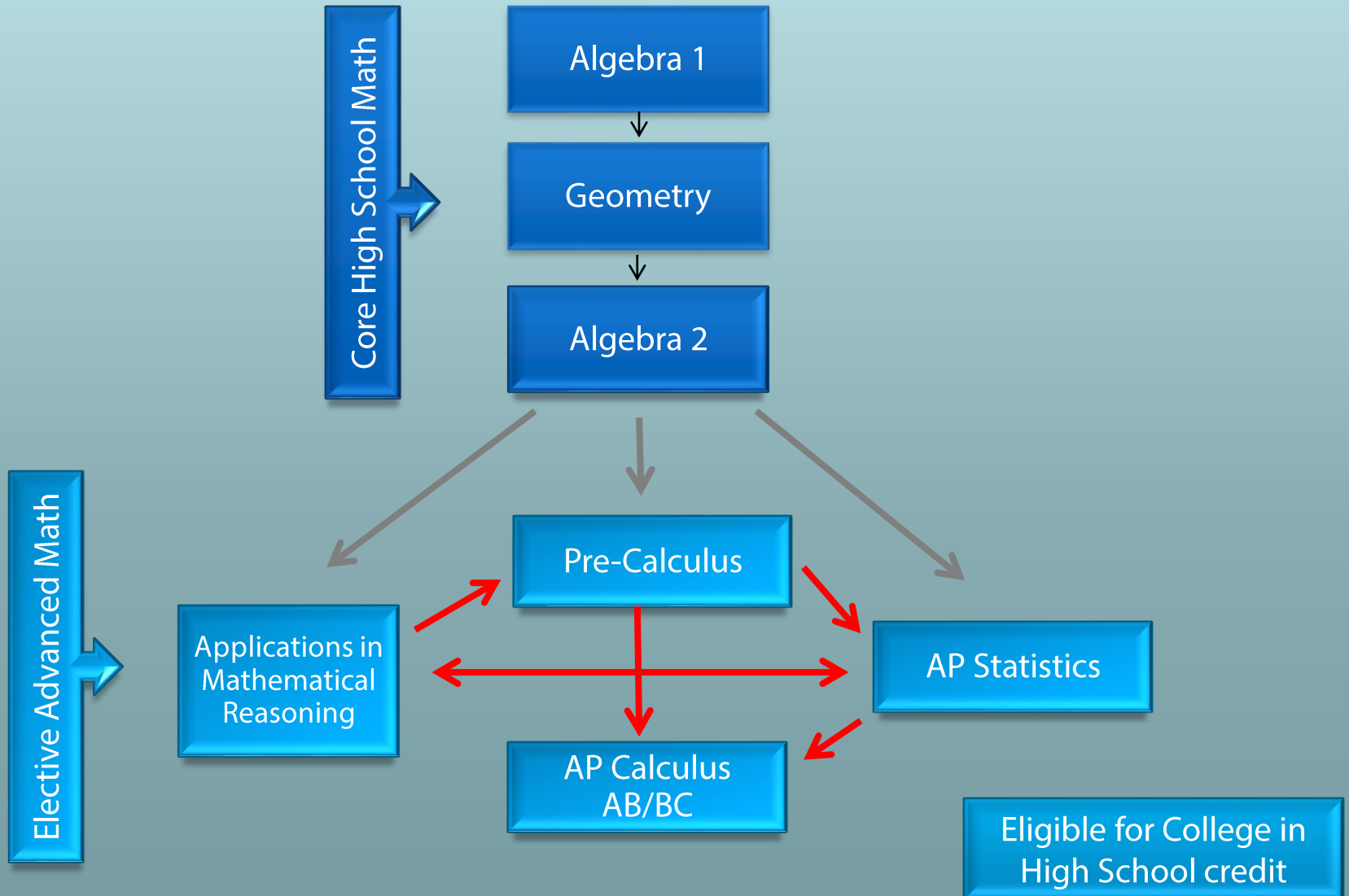
Middle School Math Sequence



High School Math Course Sequence



High School Math Course Sequence



Compacted Math Pathway Choice

Productive Persistence

- **Attendance**
- **Assignments**
- Help-seeking
- Learning from errors
- Effort after failure
- Embracing challenge

Student Attributes for Success in Math

- Intellectual engagement
- Responsible for own learning
- Perseverance with time-consuming or complex tasks
- Attention to detail

Student
Success in
Compacted
Math
Courses

```
graph TD; A[Productive Persistence] --> C((Student Success in Compacted Math Courses)); B[Student Attributes for Success in Math] --> C;
```

The diagram illustrates the factors contributing to student success in compacted math courses. It features a central blue oval labeled 'Student Success in Compacted Math Courses'. Two blue rounded rectangular boxes point towards this central oval with large, light-blue arrows. The left box is titled 'Productive Persistence' and lists six bullet points: Attendance, Assignments, Help-seeking, Learning from errors, Effort after failure, and Embracing challenge. The right box is titled 'Student Attributes for Success in Math' and lists four bullet points: Intellectual engagement, Responsible for own learning, Perseverance with time-consuming or complex tasks, and Attention to detail.

Students who are successful in advanced options for English and/or Mathematics pathway courses:

Demonstrate a *high level of interest, intellectual engagement*, and a strong desire to be *challenged* in the specific advanced pathway course and subject

Are highly *self-motivated*, have the *desire to excel* in their courses, *take responsibility for their own learning* (attending class regularly and completing assignments on time), and recognize that *effort* is an important component of success

Successfully complete tasks that require *time, thought*, and *implementation of multiple steps*, concepts, or techniques

Examine and *learn from errors*, try *different approaches* when needed, *revise their work* throughout the learning process, and *seek help* and *access resources* when needed



College and Career Ready

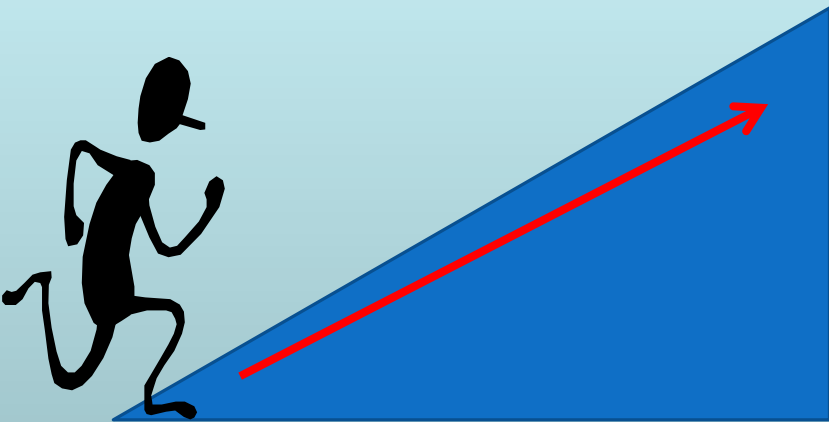
Our goal is for all students to leave Gateway ready to take advanced math and science courses when they get to high school.

To get students college and career ready, we want to make sure that students have the math skills that they will need to take any class they choose to help them meet the high school graduation requirement.

But... I wonder...

If I **don't** select an advanced pathway...

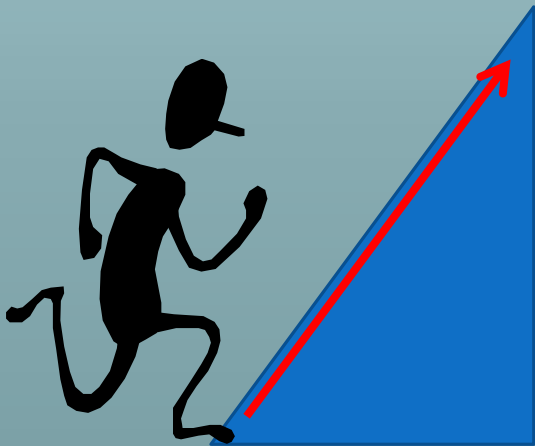
- Does it mean I don't believe in my student?
- Does it mean that he/she is not smart?
- Does it mean that he/she will take a remedial course?
- Will I walk in shame in my neighborhood if I select a grade-level pathway?



Challenging slope, but ample time for you to master and be successful!

If you do not select English Honors or Advanced Math...

- The rigor is still there!
- You will be expected to do the work (and it's hard!)
- You will have more time to practice the skills
- You will still get to advanced options, but you can choose to do them later!



Steeper slope means you get to the same point, just a little sooner... but not without extra effort!

If you choose English Honors or Advanced Math...

- The rigor is still there!
- You will be expected to do the work, and keep up with the pace.
- You will have less time to practice the skills, and it's expected you will complete your work on time!
- You will get the same advanced options in HS as everyone else

To think about:

- Is my student ready for this, or should I wait to see how they adjust to *MS*?
- Some students develop skills with time and practice- they will be ready, but maybe not just yet!
- Waiting does not eliminate your chances of advanced options in the future!

What should I do to decide?

Students should:

- Think about their goals and schedule.
 - Are you taking other advanced options?
Are you participating in extra-curricular activities?
 - Will you have time for the workload and balancing your life?

Consider if you want to take Honors *now*, or if you want to wait to take it in high school

What should I do to decide?

Talk to your student's current teacher:

- Ask them if, based on his/her current performance, they would recommend that you take the class



Whatever you choose...

...Together, we will set
your student up for
success!



General Questions?