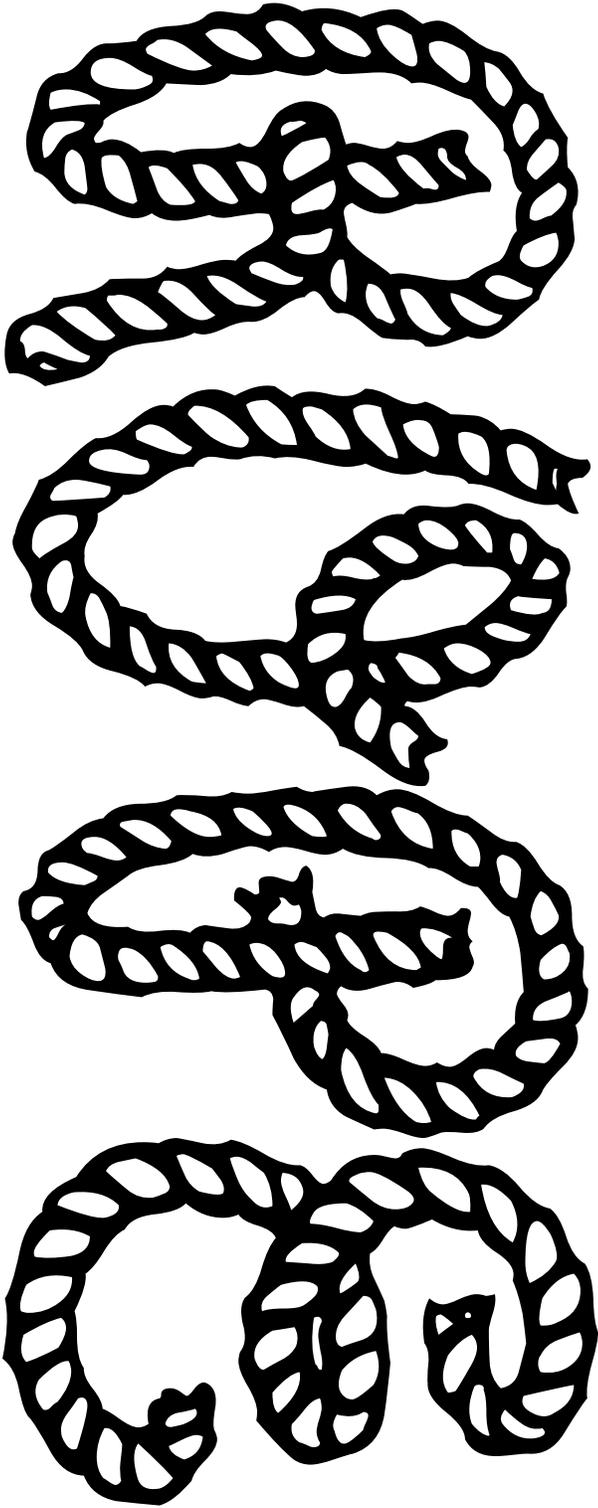


Walden III High School



Rite of
Passage Experience



*In the Process of Discovery,
Now and Always*

1st Revision 1981

2nd Revision 1991

3rd Revision 2003

Science Revision 2005

Presentations Revision 2013



Contents

1	Introduction and Overview
3	The Three Parts of R.O.P.E.
5	Responsibilities
7	Format and Mechanics
8	The Presentation
9	Deadlines
10	Evaluation

Presentation Areas

13	English
14	Fine Arts
15	Geography
18	Humanities and Citizenship
21	Mathematics
23	Personal Proficiency
24	Physical Challenge
26	Reading Competency
27	Science
31	United States Government
32	United States History
34	Appendix

Introduction

The history of Walden's Rite of Passage Experience

Definition of Rite: a religious or other solemn ceremony or act
Solemn means formal and important; in this context it does not mean sad. Ceremony means a special set of actions, done in a certain order, on a special occasion.

Definition of Passage: The action or process of changing from one stage of life to another.

In conclusion a definition for a rite of passage can be a formal and important set of actions done to mark the process of changing from one stage of life to another.

Walden was founded in 1972 as an alternative high school. Walden III's R.O.P.E. requirement, the Rite of Passage Experience, is one factor that makes Walden different from other area high schools and from most high schools in the United States. The Rite of Passage Experience or R.O.P.E. is a requirement for students who wish to graduate from Walden III. It is designed to evaluate student's career and college readiness. The unique R.O.P.E. requirement is designed to measure competency in terms of actual mastery, not just credit counting or superficial standardized test scores in a limited number of areas.

Throughout the decades Walden and the R.O.P.E. program has changed and evolved to meet the needs of the student body, technology, and changes in our state educational standards. The purpose of a high school education is to prepare students for their future college, career and lifelong learning. A student's education is supposed to have prepared them for independence. The student must show s/he has mastered and can use all of the information and skills adult life requires. The Rite of Passage Experience gives a student the opportunity to show this mastery of knowledge and skills.

Purpose

The purpose of R.O.P.E. is for the student to present evidence that they are ready and able to use their knowledge in this new, more mature way. In R.O.P.E. young adults are offered an opportunity to take a closer look at themselves — past, present, and future— and to assess their own skills and potential.

With the rapid rate of technological change and the quantity of information easily accessed by students and society today, Walden and its R.O.P.E. program must also evolve and continue to support and challenge students in their education.

Walden's mastery approach is the culmination of a quality high school education. Students who finish the Rite of Passage Experience have every right to be proud of having completed one of the finest high school educations in the United States.

Overview

R.O.P.E. students are required to strive for mastery in all areas using oral and/or written presentations before a R.O.P.E. evaluator. The content evaluator guides the students through R.O.P.E. and assesses the students' performance during the presentations.

Some R.O.P.E. requirements are met throughout the student's 9-12th grade classes. A science project and reading list is begun in 9th grade.

During the first semester of the senior year, potential graduates are enrolled in the R.O.P.E. class which is designed to assist in the preparation of R.O.P.E. materials and presentations. The R.O.P.E. class, which is taken for credit, is required.

Preparation for the completion of R.O.P.E. involves: a written portfolio, a written senior thesis, and oral presentations. These serve as the focus for the R.O.P.E. process.

Oral presentations usually start at the beginning of the third quarter and must be completed by the last school day prior to Memorial Day.

The Three Parts of R.O.P.E.

R.O.P.E. students need to develop an understanding of the relationship among the written portfolio, the senior thesis and oral presentations to the specific R.O.P.E. areas. The "model" given here is intended as a guide. Specific cases will differ, so students are advised to consult with their individual R.O.P.E. content evaluators on the final approach.

1. The Written Portfolio (Quarter 1): The senior's portfolio will be the culmination/collection of high school course work.

The portfolio serves as a useful outline and basis for the oral presentations. The portfolio is a unique opportunity for the senior to take an in-depth look at oneself - past, present, and future. While there is no one way to complete the portfolio, student work will be included to represent each of the following areas:

English	Government
Geography (cultural)	Physical Education
Human Relations	Health
Mathematics	History
Reading	Foreign language
Science	
Fine Art	

The R.O.P.E. seminar teacher will be the primary facilitator of all written material. The seminar teacher and the home group teacher will evaluate all written material.

The content teacher or the R.O.P.E. seminar teacher will evaluate all components in the portfolio. The home group teacher will receive corrected and well written components after they have been approved by the content teacher or the seminar teacher. After the home group teacher has approved the components, they become part of the student's portfolio. The R.O.P.E. content evaluator(s) should receive a portfolio, which represents the best work of each student. Candidates for graduation should be prepared to answer any questions regarding the papers within the portfolio during specified presentations.

2. The Senior Thesis: A persuasive paper will be written on any topic of the senior's choice with the approval of the R.O.P.E. seminar teacher, home group teacher, and thesis advisor. This paper will be defended before the senior's R.O.P.E. English content evaluator. The topic will be chosen at the beginning of the second quarter when assistance will be given in the actual writing by the R.O.P.E. seminar teacher. A complete MLA Works Cited is required and parenthetical documentation is also required. A thesis advisor is available to act as a "screen" for accuracy, plagiarism, topic validity, and to assist students with research problems. Here there will be an opportunity to individualize in areas of foreign language, psychology, sociology, art, music, language arts, history, the sciences and math. This paper should be an original paper and must not be a product of another class.

3. Oral Presentation: The following areas will be presented to the individual R.O.P.E. content evaluator(s). The bold print items represent the competency seal areas for a Walden III diploma. Current events should be included by students in all areas where it is appropriate.

- **English**
- Geography
- Human Relations (ethics)
- **Mathematics**
- Personal Proficiency
 - Every Day Living Skills
 - Individual Assessment
- **Science**
- **United States Government**
- History
- Fine Art

The Three Parts of R.O.P.E. Notes:

Responsibilities:

There are three main components that will make R.O.P.E. a successful experience.

1. **The R.O.P.E. Class** (Quarters 1 & 2): During first quarter, students will receive direction on how to compile and complete their portfolios. The portfolio will also include work completed from previous classes. During the second quarter students will write a senior thesis on a topic of their choice complete with note cards and a rough draft.

2. **The R.O.P.E. Content Evaluator:** (Quarters 3 & 4): A key element of the Rite of Passage Experience (R.O.P.E.) are the student's R.O.P.E. content area presentations.

The major function of the content evaluator(s) is to assess the student's oral presentations, the written portfolio and the senior thesis. The final decision concerning the student's passing of the demonstration areas is in the hands of the content evaluator(s).

Staff members who are content evaluator(s) are available to answer questions and to help with R.O.P.E. materials. Some content evaluator(s), by request, meet periodically with their R.O.P.E. students to discuss and monitor progress during the first semester. Students are encouraged to consult staff as the need arises and to have questions answered.

R.O.P.E. content evaluator(s) usually begin meeting with their students for oral presentations at the start of the third quarter. Meetings are scheduled on an individual basis depending upon the class schedules of the content evaluator(s).

3. **The Individual:** The responsibility for R.O.P.E. falls on the student. That responsibility is to write acceptable papers during the R.O.P.E. class and to prepare for oral presentations. This work should be of the highest quality. Once the papers have been evaluated and approved by the R.O.P.E. teacher, the corrected papers should then be given to the home group teacher for final approval. Rewrites may be required during this process. During second semester, each senior must prepare for each oral presentation.* There are many resources available to aid the student in the preparation. These include the R.O.P.E. content evaluator(s), content teachers and other outside sources. Be prepared!

*Students who successfully completed the requirements for the Academic Decathlon are exempt from all oral presentations except Reading, Mathematics, Government, Science and English. The Academic Decathlon teacher will provide a list of students to the staff.

Responsibilities Notes:

Format and Mechanics

Rope Portfolio:

The highest quality work is expected in all R.O.P.E. materials. The portfolio and senior thesis should be written using state approved English Standards. While word processing or typing, spelling, punctuation and grammatical errors must be eliminated. The R.O.P.E. materials presented to the content experts should display competency.

Thesis Paper:

In order to meet these standards, the student is expected to complete a rough draft of the papers included in the portfolio and senior thesis. A final, corrected copy must be submitted to the R.O.P.E. instructor and content experts. The final product should be error free - - a clear reflection of pride in a job well done.

Other Written Papers:

Neatness and organization are also stressed in the R.O.P.E. portfolio. The portfolio must have a title page and table of contents. All pages must be numbered. Some type of binder or folder is necessary to hold and protect the completed portfolio.

Section headings and subsection headings are recommended to promote clarity and readability. Photographs, charts, drawings, and other samples of work should be included. The style of writing should reflect individual creativity.

One purpose of R.O.P.E. is to make a clear statement about the senior. The way to achieve pride in oneself is to strive for excellence.

Format & Mechanics Notes:

The Presentations

Think of the R.O.P.E. presentations/demonstrations as a time to shine! All of the work that has been put into the portfolio and senior thesis will now be shown to the content evaluator(s) as a representation of the senior. Presentations are when the senior proves that he/she is a worthy candidate for graduation from Walden III and is career and college ready.

1. What will be presented:

- Contents of the portfolio
- Senior thesis
- individual content area knowledge

2. How to prepare:

- Set up planned times and dates with the R.O.P.E. content evaluator(s) for presentations at the beginning of the third quarter. Write down these dates. Ask the teachers if they have any special requirements or expectations about any aspect of the presentations.
- Select a junior, preferably a student from the homegroup, to be on the committee and get a commitment from him/her. Let your homegroup teacher know and approve your selection. Inviting an outside adult guest to the presentations is encouraged.
- Give a list of the presentation dates to both the junior, your homegroup teacher and the guest.

If any portion of the presentation pertains to written material, make sure the entire committee is updated in advance and given the opportunity to read any materials necessary

Plan and practice the presentation. Look up and review dates, names, and other pertinent information. Jot down notes, if these are allowed by the content expert. Be organized-- don't skip around.

3. How to present:

- Explain how each area is or is not relevant to personal goals.
- Discuss the importance of the area to the overall educational process.
- Bring any evidence which supports mastery.
- Begin by defining the area and all pertinent terms. In clear, definitive sentences, prove competency in each area. Talk about test scores, if they apply. List all the courses taken in the subject area and grades earned. Explain what was learned using concrete examples.

Deadlines

Seniors MUST meet the following deadlines:

The portfolio and the senior thesis are due by the dates assigned by the ROPE teacher. No senior will graduate without successful and punctual completion of both the portfolio and senior thesis.

-The due date for the written portfolio is: _____

-The due date for the senior thesis is: _____

All R.O.P.E. presentations must be successfully completed before Memorial Day holiday break in order for a student to be a candidate for graduation in that same school year.

If the student has an unexcused absence for their presentation date the highest grade the student can receive on their make up presentation is a C.

If a student receives a D or an F in a presentation this will be averaged into the students most recent grades in the according classes.

Example:

If a student fails a government presentation the F will be averaged into the student's previous Government grades, possibly resulting in lower grades for the according quarters.

Presentation and Deadline Notes:

Evaluation

To graduate from Walden III, a student must successfully complete the R.O.P.E. requirement.

The written portfolio and senior thesis will be graded by both the R.O.P.E. seminar teacher and home group advisor. (Thesis advisor also grades the senior thesis) The oral presentations will be graded by the R.O.P.E. content expert and junior. The content expert may select their own method for grading the oral presentations.

Mathematics, Government, Reading, Science and English are Walden III diploma competency requirements. These are the five seal areas attached to your diploma. Students must receive passing evaluations on their oral presentations in these areas in order to receive competency seals on the diploma. If one of these areas is not passed on the first attempt, that presentation may be repeated until the student passes. Grades received on all the presentations will be included on the senior's final transcript.

Grading

INC = Incomplete: no evidence presented or the presentation was not complete enough to be evaluated. For purposes of assessing competency endorsement or eligibility for graduation, INC is equivalent to F (unacceptable) Presentation must be repeated.

F = Unacceptable: The material presented did not show skill or knowledge adequate for the ordinary and usual requirements of adult life. If a job required this skill or knowledge, the person would have difficulty. If this is an academic area, college work in this area is out of the question BASED ON THE EVIDENCE PRESENTED. Presentation must be repeated.

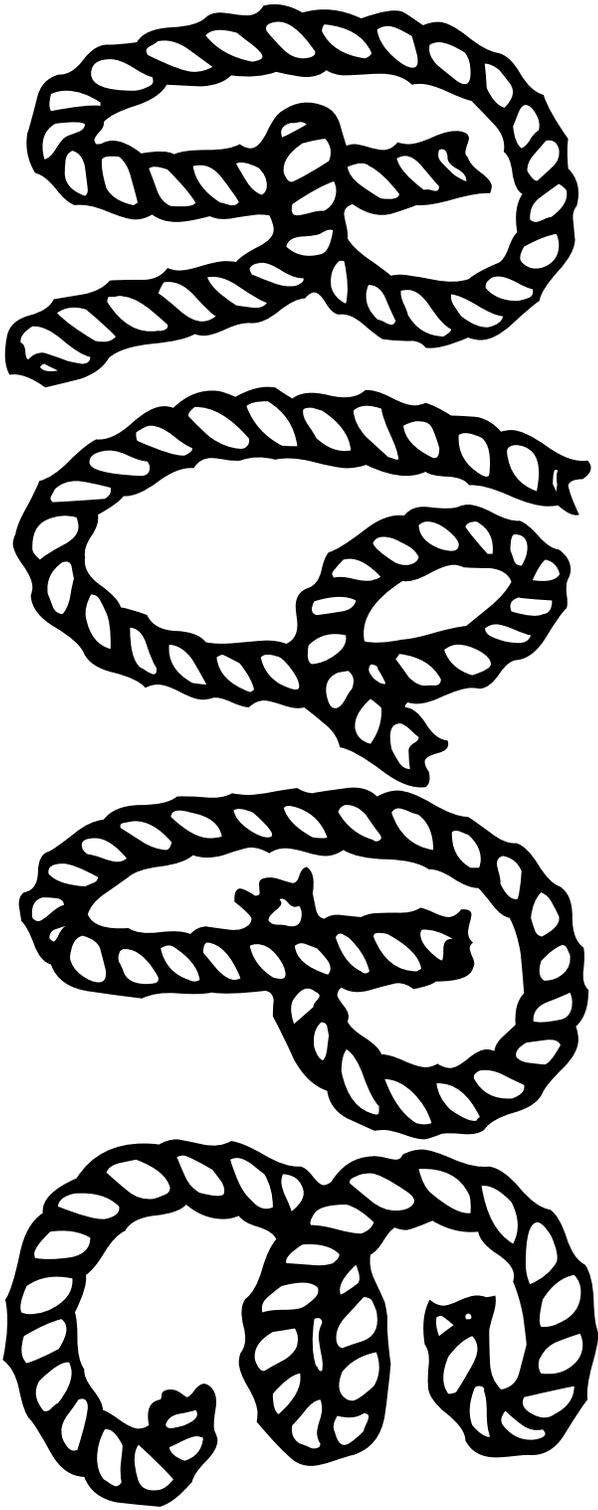
D = Substandard: Work at this level does not meet the level hoped for in a Walden III graduate, and raises questions about the ability to handle this aspect in the ordinary and usual conduct of adult life. College work would be questionable. If this grade falls in one of the four Walden III competency areas, endorsement may be denied, based on examination of other evidence. Graduation would not be denied, in any case.

C = Satisfactory: This area was dealt with in an average way. Knowledge presented was adequate and reasonably accurate. Skills were adequate and to the ordinary and usual requirements of adult life. Potential for adult reflection and insight were shown. With proper effort, college work could be done. If this is a Walden III competency area, endorsement is granted.

B = Competent: Above average but not the very best when compared with the best work of students this age. The student should be able to handle this work on a college level, and should do adequately on a job requiring the skills and knowledge of this area. Adult reflections and insight were specifically demonstrated, if appropriate to the area.

A = Excellent: Among the very best when compared with others in this age range. The knowledge demonstrated would indicate excelling at a job and/or selecting this area as a college major. Knowledge was unusually extensive, accurate, and handled in a mature manor. Creativity, originality, reflective power and insight were demonstrated.

Evaluation Notes:



**Presentation
Areas**

English / Writing (written and oral)

For more than four decades, Walden III has set a high, and deliberately multifaceted, standard of academic excellence. This section of R.O.P.E., for example, anticipated and, in many ways, meets and exceeds the Common Core standards for Writing and Language. The following is a pertinent section of the Wisconsin Department of Public Instruction's Common Core publication for English Language Arts:

- The literacy skills of reading, writing, listening, speaking and critical thinking improve when content-rich learning experiences motivate and engage students.
- Content knowledge is strengthened when educators integrate discipline-specific literacy into teaching and learning.
- Students demonstrate their content knowledge through reading, writing, listening, and speaking as part of a content literate community.

Writing skills are essential to a person's ability to successfully navigate the ever-increasing complex demands of a modern, multivariate society. Writing competency is demonstrated throughout the R.O.P.E. experience and the portfolio requires proficiency in composing numerous written components. For example, the senior thesis paper must demonstrate the student's ability to create an original intellectual argument by constructing a proper thesis statement and supporting it with evidence gleaned from multiple reliable sources. The R.O.P.E. presentation gives committee the opportunity to examine the student's writing abilities with multiple examples.

A student, therefore, *must carefully prepare the presentation in this area*, as a passing evaluation is necessary to receive a Walden III diploma competency seal.

The student *must* bring the following to the English R.O.P.E. presentation: The entire R.O.P.E. portfolio, so that the committee may examine the written portions, particularly, but not limited to, the student's Senior Thesis. Both the final copy and the initial draft should be arranged so that the teachers are able to compare them easily. Important components to be assessed are evidence of a clear and well-written thesis statement; higher-level, critical thinking; a strong argument that is clearly and logically presented; mechanics (spelling,

capitalization, spacing, punctuation); correct in-text citations and a properly constructed Works Cited page.

Any other student writing from the senior's high school years. These additional items may include, but are not limited to, short stories, poetry, essays, letters, fan fiction or other school or personal projects.

The student will be questioned on:

The proper way to construct a thesis statement

The steps necessary to compose a five-paragraph essay as well as a high quality research thesis paper

The student's specific Senior Thesis, including a discussion of how to separate reliable, valuable source information from unreliable

The importance of literature in relationship to society, that is, a discussion of books that have been influential to our culture. The student should discuss any examples from what they have read and/or should research this topic so that they may speak intelligently on the subject. A minimum of two influential books should be prepared for discussion. Just a few examples would be Joseph Heller's *Catch-22*, Rachel Carson's *Silent Spring*, Harriet Beecher Stowe's *Uncle Tom's Cabin*, Charles Darwin's *On the Origin of Species*, Henry David Thoreau's *Civil Disobedience* and/or George Orwell's *Nineteen Eighty-Four*.

There are innumerable others.

The importance of literature, in all its forms, to the student's life

The ideas listed on the English Literary Terms page

English Notes:

English Literary Terms

The student ***must*** be able to explain the ***ALL*** the following terms ***AND provide relevant examples for all of them.***

simile / metaphor / allegory

literal / figurative

alliteration / assonance

meter / rhythm / rhyme

iambic pentameter

rhyming couplets

onomatopoeia

foreshadowing

types of conflict

denotation / connotation

cliché

allusion

personification

elegy / ballad / sonnet / ode

narrative point of view (first person, third person)

hyperbole

Reading Competency (written and oral)

Reading competency is a Walden III diploma seal area. A student, therefore, must carefully prepare the presentation in this area, as a passing evaluation is necessary to receive the seal of endorsement on the diploma.

At the R.O.P.E presentation for Reading Competency, students must bring with them and present:

- An annotated bibliography of books read outside of class. The minimum number required is 16; the maximum is unlimited. Each book on Annotated Book List should be cited using the Modern Language Association (MLA) style and be accompanied by a paragraph of description. The committee may ask about ALL books on your list, so it would be *extremely ill advised* to include any book that you had not read.
- The student should also discuss role that various types of reading play in his or her life.
- Example of an MLA citation:
O'Neill, Eugene. *Long Day's Journey into Night*. New Haven: Yale UP, 1956. Print.
Last name, first name. *Title (italicized)*. City of publication: Publisher, Year. Print.
- A reflective essay about one of the books from your Annotated Book List. This essay will be included in the student's portfolio and should demonstrate an in-depth comprehension of the chosen book as well as a thoughtful discussion of the impact it has on the student's life. The length should be two to three pages.
Therefore, plot summary should be drastically minimized or eliminated. Emphasis, rather, should be placed on how the book challenged or altered the student's worldview, touched the student in some way or revealed an aspect of human truth. The student should be fully prepared to answer detailed questions about the chosen book and the essay.

The student may, if they so choose, include any additional material showcasing his or her competency as a reader in the appendix of the portfolio.

Fine Arts (Oral)

As part of the education experience at Walden III, students take a minimum of four Fine Arts classes and one Art History class. As a result, a student should be able to use and understand the language appropriate to a variety of art forms in discussing, critiquing, and interpreting works in the fine arts by way of a personal portfolio presentation. A student should display an understanding of the vocabulary and techniques within their artistic expertise. Finally, a student may be able to create or perform in the arts and demonstrate this ability.

A student will:

Express his/her own, concepts, ideas and emotions about a developed sophisticated performance, visual or decorative arts. C.12.1

Display a working knowledge of fine arts vocabulary by evaluating and describing a work of his/her own. D.12.5

Apply the concept of aesthetics as it applies to his/her own work or performance. C.12.9

In order to accomplish this, the student can select from the following options:

Develop a performance (singing or playing an instrument)

Create and display a body of work (art work or musical composition of ones own)

Students will be given the opportunity to demonstrate their chosen art media during an artist showcase at Walden. During the Art Night students will professionally set up, demonstrate, perform, show and enrich others with their specific art media choice. L.12.7

Students will:

Display an understanding of the specific vocabulary, tools of the medium, techniques and processes involved in their chosen work. A.12.2

Display an understanding of the specific qualities to evaluate/compare/judge/display different works of art. J.12.10

Express an understanding of the emotional and intellectual intentions presented in the artists work. A.12.6

Fine Arts Notes:

Geography (Written and Oral)

A working knowledge of physical and cultural geography is essential for successful understanding and participation in a global community. Illustrating this commitment is Walden III's Graduation requirement of one semester of geography. The thrust of this course is to provide an overview of mankind's use of and interrelationship with planet earth.

A perspective Walden III graduate will demonstrate knowledge of the following concepts as they apply to local, state, national and international geography during his/her two-part presentation:

Part 1: Identify places and physical features on a map. Please see appendices

Part 2: Graduate candidate will create a presentation that includes the following:

- ✚ Demonstration of longitude and latitude, and thoroughly explain the effects and reasoning of effects on different regions (i.e.: climate, time, earth's tilt, etc.).
- ✚ Cultural geography. Pick at least **two regions** of the world and compare and contrast. This includes, but is not limited to: language, food, religion, customs, etc. Additionally, know the reasons behind such cultural traits
- ✚ Knowledge of geographical features and their impact on regions. Must be able to explain why such impacts occur (make use of your science knowledge)
- ✚ Geographical Technology use in, reason for such technology, and the impact of such technology
- ✚ A current event that is relevant that is relevant to geography (preferably coincides with presentation) and within the last year

You have the option to schedule a meeting a week before your presentation. During your meeting, you must turn in an outline of your presentation. During your rope presentation, you will be expected to show rigor and manipulation of the content

Geography notes:

Geography Terms

Continents

Asia
Africa
North America
South America
Antarctica
Europe
Australia

Mountain Ranges

Rocky Mts.
Andes Mts.
Australian Alps
Appalachian Mts.
Atlas Mts.
Alps
Himalayas Mts.
Mt. Everest
Mt. Kilimanjaro
Mt. McKinley

Bodies of Water

Pacific Ocean
Atlantic Ocean
Indian Ocean
Arctic Ocean
South Ocean

Mississippi River
Ohio River
Missouri River
Amazon River
Nile River
Rhine River
Yangtze River
Ganges River
Ob River

Persian Gulf
Gulf of Mexico

Cities

Los Angeles, California
New York, New York
Washington, D.C.
Houston, Texas
Miami, Florida
Denver, Colorado
Phoenix, Arizona
Seattle Washington
Rio de Janeiro, Brazil
Cairo, Egypt
London, England
Paris, France
Berlin, Germany
Johannesburg, South
Africa
Moscow Russia
Beijing, China
Dubai, United Arab
Emirates
Jakarta, Indonesia
Tokyo, Japan
Lima, Peru
Caracas, Venezuela

Quebec
Montreal

Somalia
Iran
Syria
Afghanistan

Tropics of
Capricorn
Tropics of Cancer

Arctic Circle
Antarctic Circle

Equator
Prime Meridian
Cape of Good
Hope

Great Lakes

Hudson Bay
Mediterranean
Sea
Red Sea
Caspian Sea
Weddell Sea
Panama Canal
Suez Canal

Social Studies

Content & Performance Standards

Standard A – Geography Grade 12

- A.12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration
- A.12.11 Describe scientific and technological development in various regions of the world and analyze the ways in which development affects environment and culture
- A.12.9 Identify and analyze cultural factors, such as human needs, values, ideals, and public policies, that influence the design of places, such as an urban center, an industrial park, a public project, or a planned neighborhood

Humanities and Citizenship

Students will learn the various parts of this section in order to educate the whole student and give each student a well-rounded education. This section aligns with the North Star Vision to educate every student to be career and/or college ready by the end of their high school career.

Part I: Ethics (oral)

a. Be prepared to apply ethics to a given situation. A potential resource for preparation is the television series called *What Would You Do?* with John Quinones.

b. Multi-cultural Awareness (oral and written) ... *Culturally Relevant Teaching* (CRT). Culture is the pattern of behavior, beliefs, and values that any groups of people share together. These patterns can differ from one group to another (American teenagers have a culture that differs from Chinese teenagers, even though the people are the same age, going through *some* basic physical and emotional changes that are the same.

In this section, the senior will demonstrate in some way:

What you know about your own culture

How you are aware that the United States is a multi-cultural society, including problems, benefits, and implications of that fact.

The United States is part of a world community that has a large variety of cultures, and that we must live successfully in that community. (Again, mention problems, benefits, and implications)

Where you-your beliefs, values, dreams and You –for the future – fit into all of this.

Part II: Technology (oral)

In this section, the senior should demonstrate in some way that:

They are able to create a PowerPoint or presentation in Google

They are able to create a basic spread sheet

They know the proper (ethical) use of computers (digital citizenship)

For a and b students can show a project they have done previously in a class

Or, The senior should demonstrate in some way that: (oral and written)

a. They have earned credit in a Virtual Learning course during their high school experience.

b. They have created and used Google Docs for a project in any subject area. c. They know the proper (ethical) use of computers (digital citizenship)

Part III: Community Service & Employment (written)

Volunteer work is an integral part of good citizenship. A student should have a goal of 40 volunteer hours during their high school career for an established organization. Include a written log of the volunteer hours. Use form (CSVF) (appendix #)

Part IV: The Autobiography (written)

a. The primary purpose of the autobiography is to allow the student to examine his/her life. Education, friends, personal abilities, and social and work skills are all a part of this introspection.

b. Most people never take the time to do this type of "self portrait". R.O.P.E. asks each student to examine his/her strengths and weaknesses and to offer evidence that he/she is ready to become an effective, productive, and responsible member of society.

c. The senior is expected to devote considerable thought to looking at personal progress in preparing for life after high school. The senior will address the following questions:

"Who am I and where am I going?" (not just physically-- i.e. college, technical school, armed services, work, family)

"What people or experiences helped to make me who I am?"

"What have I learned/still need to learn to be ready for what I want to do with my life?" (examine strengths and weaknesses)

"What are my future plans both immediate and distant?"

It is appropriate to include photos to illustrate your personal growth

Part V: Employment (written)

Work ethic and responsibility play an important role in our culture. Every high school graduate should have some understanding of his/her part in this aspect of functioning in our society.

a. A resume in the proper form is required.

- A summary of major work/volunteer responsibilities and/or formal or informal work experiences.
- For each experience, reflect on the skills and values acquired.
- See the Appendix (page 29) in this handbook for further assistance.

b. Letters of recommendation are a vital part of a person's education and employment record. These letters are important and should be prepared for possible inclusion in the resume. A minimum of two letters is required (see Appendix, page 30)

Humanities and Citizenship Notes:

MATHEMATICS PRESENTATION (oral)

High school students will need to demonstrate mastery of the **Common Core State Standards for Mathematics**. These standards include the knowledge that students will need in order to be college and career ready. The high school standards include the following strands:

- **Number and Quantity**
- **Algebra**
- **Functions**
- **Modeling**
- **Geometry**
- **Statistics and Probability**

Students will be expected to perform at the level of the highest mathematics course they have taken. Students will demonstrate their knowledge of these standards through a variety of applications and by applying their knowledge of problem solving. While solving these problems, students will be expected to use the following mathematical practices:

- Make sense of problems and persevere in solving them. ***Don't give up.***
- Reason abstractly and quantitatively. ***Demonstrate number sense.***
- Construct viable arguments. ***Convince us that your answer makes sense.***
- Model with mathematics. ***Use appropriate problem-solving strategies.***
- Use appropriate tools strategically. ***Use mental math, paper and pencil, calculator, ruler, protractor, etc. as needed.***
- Attend to precision. ***Label answers and round them correctly.***
- **Look for and make use of structure.**
- **Look for and express regularity in repeated reasoning.**

Students should be familiar with the following concepts:

Algebra

- Creating equations that describe numbers or relationships (CCSS:A.CED)
- Solving linear equations (CCSS:A.REI.3)
- Solving quadratic equations (CCSS:A.REI.4)
- Analyzing functions using different representations - Graphs, tables, etc. (CCSS:F.IF)
- Applying the concept of slope as a rate of change (CCSS:F.IF)

Geometry

- Solving problems involving right triangles (CCSS:G.SRT.6)
- Solving problems involving trig functions (CCSS:G.SRT.8)
- Explaining volume formulas and using them to solve problems (CCSS:G.GMD)
- Understanding the concept of similarity (CCSS:G.SRT.1-3)
- Describing transformations on the coordinate plane (CCSS:G.CO)

Algebra II

- Understanding the relationship of zeros and factors of a polynomial (CCSS:A.APR.2-3)
- Using polynomials to solve problems (CCSS:A.APR.4-5)
- Solving systems of equations (CCSS:A.REI.5-9)
- Solving equations and inequalities graphically (CCSS:A.REI.10-12)
- Comparing linear, quadratic, and exponential models and solving problems of each type (CCSS:F.LE)
- Analyzing functions using different representations - Graphs, tables, etc. (CCSS:F.IF.7-9)
- Describing and graphing transformations of parent functions (CCSS:F.BF.3)

Precalculus

- Performing operations with complex numbers (CCSS:N.CN)
- Using matrices in applications (CCSS:N.MV.6-12)
- Solving systems of equations (A.REI.5-9)
- Analyzing functions using different representations - GNAW (Graphically, Numerically, Algebraically, With Words (Verbally)) (CCSS:F.IF.7-9)
- Graphing trig identities (CCSS:F.TF)
- Applying trig identities (CCSS:F.TF.8-9)

Statistics

- Representing data with various plots (histograms, stem-and-leaf plots, box-and-whisker plots) (CCSS:S.ID.1)
- Estimating area under the normal curve (CCSS:S.ID.4)
- Using a raw data set to fit it to a normal distribution and estimate population values (CCSS:S.ID.4)
- Describing the shape of a distribution (CCSS:S.ID.2-3)
- Using statistics to compare the median, mean, interquartile range, and standard deviation of two distributions (CCSS:S.ID.2)
- Making inferences and justifying conclusions from sample surveys, experiments, and observational studies (CCSS:S.IC.3-6)
- Understanding conditional probability and using the rules of probability (CCSS:S.CP)

*****STUDENTS WHO FAIL TO DEMONSTRATE COMPETENCY FOR THE ORAL PRESENTATION FOR MATHEMATICS BY ACHIEVING A GRADE OF C OR HIGHER WILL BE REQUIRED TO TAKE THE DISTRICT FINAL EXAM FOR THEIR MOST RECENT MATHEMATICS COURSE.*****

Mathematics Notes:

Personal Proficiency (oral)

Everyday Living Skills – Home and school are what may be called protected environments. To function in the outside world, certain knowledge and skills are critical. For success in this area, the student should identify and discuss their knowledge of these issues and skills. This aligns with the North Star Vision Educating the whole student to succeed and become career and/or college ready.

Part I: Personal economics and smart shopping. The student should be able to discuss the following:

- Budgeting of the student's income vs. expenditures
- The benefits and pitfalls of credit cards and debit cards (e.g., easy spending of money you don't have, high interest rates, debt, principal plus interest)
- Knowing all the avenues to obtain college money, that is, scholarships and student loans (e.g., FAFSA, school counselor, individual university financial aid departments)
- The benefits of credit unions (member-owned) vs. banks and savings and loans (maximizing profits), specifically, lower interest rates on all types of loans, far less fees on all accounts and services
- The importance of beginning to save early for emergencies and retirement, including the benefits of compounded interest
- The importance of consulting unbiased information on products and services from publications like *Consumer Reports* (consumerreports.org) and other consumer venues such as the Better Business Bureau website (bbb.org) and the Consumer Financial Protection Bureau (consumerfinance.gov)
- Nutrition: factors that contribute to a healthy diet and the importance of exercise

- Emergencies: student should be able to describe the steps of what to do in the event of a car accident, how to put out a paper or wood fire in the home, how to put out a grease fire (they're different!), common first aid techniques
- How to calculate a 15% tip, at least approximately, without a calculator
- How to calculate sales tax and discount percentages to determine the final price of an item
- Automotive knowledge: Student should know how to check the oil, check tire pressure and how to change a flat tire, as well as simple maintenance like refilling windshield washer fluid, battery charging and maintenance, inflating tires to their proper pressure
- Household skills like basic measurement and cooking, how to do laundry, simple repair skills like unplugging a toilet, hanging a picture without damaging a wall, changing a washer to stop a dripping faucet.

PART II: Personal Strengths

Self-knowledge is based upon understanding individual personal strengths. R.O.P.E. students should be familiar with this concept from the writing of the autobiography. In this demonstration all of the individual's personal strengths, skills **and**

- Description of the skill.
- Demonstration of the skill or talent.
- Presentation of the final product that demonstrates a skill or talent.

Together with showing or describing strong points, the student should also be able to

- Discuss the requirements for mastery in the chosen area of expertise.
- Discussion of skills, in general terms should also include an assessment of how these and other skills relate to possible career plans.

Personal Proficiency Notes:

Physical Education/Health (oral)

At Walden staff and students are committed to holistic education: the idea that learning should involve the whole person, mentally and physically.

An important part of every senior's R.O.P.E. is the Walden physical challenge. The physical education instructor with the aid of high school home group teachers may use a check off system to verify the senior has successfully completed each event.

Part I: The Physical Challenge:

	<u>Male</u>	<u>Female</u>
Crunches	3 sets of 20	3 sets of 20
Push ups	25	10
50 yd run	8 sec.	9.5 sec.
Mile run	12 min	13 min

A student may walk for 20 minutes non-stop.

Improvement upon results are expected from the fall to the spring.

OR (for Walden Staff discussion).

If the above standards are met or surpassed in the fall, the challenge need not be retaken in the spring. If failed, the challenge is attempted again in the spring.

Non-participants must have a doctor's excuse to be exempt.

-Demonstrate 6 different stretches emphasizing the correct breathing technique. The stretches should include an example for:

- Lower back
- Calves
- Hamstrings
- Spine
- Quadriceps
- Abs (Stomach)

There is a minimum of 1 set with 10 reps or a hold for 20 seconds for each exercise.

-Demonstrate correct lifting technique for lifting 20 pounds, a table or couch, and a 24 pack case of beverages.

STANDARDS

Standard 1: Demonstrates competency in motor skills and movement patterns to perform a variety of physical activities.

Demonstrates balance and body control while moving at different speeds while manipulating a ball of different sizes: EX: *Dribble a basketball or soccer ball around a set of 5 cones*

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Develops an appropriate conditioning program for a sport or lifetime fitness activity OR Explains appropriate tactical decisions in a competitive activity.

Standard 3: Participates regularly in physical activity.

Accumulates a recommended number of minutes (20-30) of moderate to vigorous physical activity outside of physical education on 5 or more days per week. Submit a journal for a minimum of 3 weeks.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness. The student will identify major muscles groups of the body and correctly perform at least 2 weight training exercises or stretches for each muscle group; calves, lower back, hamstrings, quadriceps, abs. OR Self-assesses heart rate before, during, and after various physical activities. Submit a journal for a minimum of 3 weeks.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Identifies positive and negative peer influences (without naming other people's names.)

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. Participates in activity outside of school for self-enjoyment OR Identifies reasons to participate in physical activity in the local community. Submit verification of participation from the outside organization in which the participation occurred.

Part II: Demonstrations

- Demonstrate the correct technique for 10 crunches and a lower back strengthening exercise to partner with the crunches.

- Demonstrate 6 different stretches emphasizing the correct breathing technique. The stretches should include an example for:
 - Lower back
 - Calves
 - Hamstrings
 - Spine
 - Quadriceps
 - Abs (Stomach)There is a minimum of **1** set with 10 reps or a hold for 30 seconds for each exercise.

- Demonstrate correct lifting technique for lifting 20 pounds, a table or couch, and a 24 pack case of beverages.

Physical Challenge Notes :

Reading Competency (written and oral)

Reading competency is a Walden III diploma seal area. A student, therefore, must carefully prepare the presentation in this area, as a passing evaluation is necessary to receive the seal of endorsement on the diploma.

At the R.O.P.E presentation for Reading Competency, students must bring with them and present:

- An annotated bibliography of books read outside of class. The minimum number required is 16; the maximum is unlimited. Each book on Annotated Book List should be cited using the Modern Language Association (MLA) style and be accompanied by a paragraph of description. The committee may ask about ALL books on your list, so it would be *extremely ill advised* to include any book that you had not read.
- The student should also discuss role that various types of reading play in his or her life.

Example of an MLA citation:

O'Neill, Eugene. *Long Day's Journey into Night*. New Haven: Yale UP, 1956. Print.

Last name, first name. *Title (italicized)*. City of publication: Publisher, Year. Print.

- A reflective essay about one of the books from your Annotated Book List. This essay will be included in the student's portfolio and should demonstrate an in-depth comprehension of the chosen book as well as a thoughtful discussion of the impact it has on the student's life. The length should be two to three pages. Therefore, plot summary should be drastically minimized or eliminated. Emphasis, rather, should be placed on how the book challenged or altered the student's worldview, touched the student in some way or revealed an aspect of human truth. The student should be fully prepared to answer detailed questions about the chosen book and the essay.

The student may, if they so choose, include any additional material showcasing his or her competency as a reader in the appendix of the portfolio.

Reading Notes:

Science (written and oral)

Science Presentation- Purpose: To demonstrate mastery of the process of science through research and investigations.

Part I - Biology Paper

- **Written Portion**-Every student is to have written a biological thesis paper. The scope is general so as to appease anyone's scientific interest or one's own inquiry in relation to biology. This paper is to be 4-6 pages in length. The paper must have a good thesis statement supported with in text citations from credible sources in order to prove a point, perspective, etc...
- **Discussion**-The student must be able to entertain an in depth conversation about what he or she learned in the topic covered in the Biology Paper. What new questions or inquiries has this paper brought forth to investigate or learn more about. Also, be prepared to have a compare/contrast discussion on how the writing process "shadow's" the scientific process.

Part II - Chemistry or Physics Proof of Mastery

- **Written Portion**-Student will be given a choice of ten problems to solve. Student selects a total of six (six chemistry problems if student only took chemistry; six physics problems if student only took physics; three chemistry and three physics if student took both classes.) Science teacher on ROPE board will select two from the list of student selections for student to solve. Student will be assessed based on the standard constructed response math rubric.

Chemistry Problem Areas

- Calculate the thickness of a metal foil (guideline included*) (Ch 3**)
- Calculate the number of stacked atoms in a layer of some substance (guideline included*) (Ch 4**)
- Calculate the energy in eV for a particular spectral line (guideline included*) (Ch 5**)
- Calculate the percent composition for a substance given a chemical name only (Ch 10**)
- Determine the empirical and molecular formulae for a compound (Ch 10**)
- Calculate the percent yield given a word equation only (Ch 12**)
- Use the ideal gas law to calculate a stoichiometric problem for a gas (Ch 14**)
- Calculate the specific heat of a metal (Ch 17**)
- Calculate the concentration of a strong acid by titrating with a strong base (Ch 19**)
- Create a balanced nuclear reaction given the parent nucleus and type of radiation (Ch 25**)
 - * guideline will have step-by-step directions
 - **Pearson Chemistry, 2012

Possible Physics Problems

- Graphically calculate the acceleration and displacement of an object using a velocity-time graph (Ch 3***)
- Use Newton's laws of motion to calculate the real and apparent weight of an object in a moving elevator (Ch 4***)
- Use Newton's laws of motion to calculate the acceleration and tension in a rope connecting two blocks in a pulley system (Ch 4***)
- Calculate the forces acting on an object with motion in two dimensions (Ch 5***)
- Calculate missing information from a projectile motion system or a circular motion system (Ch 6***)
- Use Kepler's Law and the Universal Law of Gravitation to solve the interaction of a two-body system (Ch 7***)
- Calculate missing information of a two-particle, elastic collision system (Ch 9/11***)
- Calculate missing information in a simple harmonic motion system (Ch 14***)

- Graphically determine the missing information for the refraction of light of a concave or convex lens system (Ch 18^{***})
- Calculate the missing information of a network electrical system (Ch 23^{***})

^{***} Glencoe Science Physics: Principles and Problems, 2005

Part III- Design and Analyze Your Own Experiment

This part of the science presentation is to apply what the student knows about the process of science in the form presenting an example of a controlled science experiment. The student is to show the entire process of the scientific method using either a real or "mock" experiment that could be performed in or outside of the classroom. A clear illustration of the the scientific method needs to be followed. The experimental design should include: the question, hypothesis, the step by step experimental design including and identifying the independent and dependent variables and the control group. In other words, how is the data going to be collected and expressed to prove the hypothesis. The student must also be able to discuss possible scenarios or scientific investigations that could be extended from their experiment.

Next Generation Science Standards

Life Science/Biology Portion Part 1

Disciplinary Core Idea - Ecosystems: Interactions, Energy, and Dynamics

HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

HS-LS2-8 Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

Disciplinary Core Idea - Earth and Human Activity

HS-ESS3-2 Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

HS-ESS3-4 Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

Evaluating the Scientific Process Part 3

Disciplinary Core Idea - Engineering and Design

HS-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

Part 2: AP Biology Proof of Mastery Option

Big Idea 1: Evolution

-Compare and contrast artificial versus natural selection. Be sure to use examples of each in your explanations. Be sure to include the positive and negative effects of artificial selection regarding the genetic code

HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

Big Idea 2: Cellular Processes: Energy and communication

-Compare and contrast osmosis and diffusion. Be sure to include the significance of water and its properties so as to make it possible for life to exist.

-Describe in detail the carbon cycle in terms of photosynthesis and cellular respiration. Be sure to outline the flow of energy starting with the sun and how the process of photosynthesis works and as a result, explain cellular respiration. Be sure to include the electron transport chain examples in both so the process of moving electrons doing work is illustrated.

HS-LS1-6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

Big Idea 3: Genetics and Information Transfer

-Describe in detail the Central Dogma of Biology (The process of protein synthesis). In other words, describe what happens starting with the genetic code to the production of proteins. Also, what does it mean to say, "we are all connected to each other biologically, to the earth chemically, and to the universe atomically."

HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells

Big Idea 4: Interactions

-Why is a good diet perhaps the best preventative medicine for the human race?

Provide examples why a plant based/whole food diet is important. What are the ecological benefits of this diet as well.

HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.*

HS-LS2-8 Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce

Science Notes:

United States Government (oral)

Knowing how the United States Government works is extremely important to every citizen. A student must understand not only the history of the U.S. Government, but also how it works and the importance of each person within the system. Remember this area is a seal area for your diploma.

1. Define what government is and explain its purpose. Explain why government is necessary. (c.12.4)
2. Describe the different types of governments throughout the world. What type of government does the U.S. have? (c.12.2, c.12.13)
3. Briefly explain the historical events that led to the creation of the U.S. Constitution. (Include any previous attempts at forming a workable government.) (c12.3)
4. Briefly discuss the Article and Amendments included in the Constitution. Make sure you have an understanding of the Bill of Rights. (c.12.1, c.12.3)
5. Explain the concepts of Separation of Powers and Checks and Balances. (c.12.6)
6. Know the Legislative Branch including the jobs of each house, their powers, numbers of, leadership, qualifications, and terms. (Know your reps!)
7. Know the Executive Branch including Presidential term, how the President is elected and how they can be removed. Know the powers of the President and Order of Succession. Make sure you know the Pres., Vice Pres., Secretaries of State and Defense, and the Attorney General.
8. Know the Judicial Branch, in particular the Supreme Court including the names of the Justices, number of, qualifications, and terms. Make sure you can explain the concept of Judicial Review and be able to explain some of the more important SC cases in United States History.

9. Explain the parts of your Wisconsin State government and be sure to explain who the leaders are and who your state representatives are. Discuss how public opinion has influenced government in your state. (c.12.11)
10. Know how local government works and know who your representatives are.
11. Explain the responsibilities of every U.S. citizen. (c.12.1, c.12.10)
12. Be able to explain a current event that applies to the Federal, State, and Local government. (Must have happened during your senior year.) (c.12.8)

U.S. Government Notes:

History (written and oral)

The purpose of this area is for the R.O.P.E. candidate to show an in depth understanding of some major topic in either United States or World History. Traditionally, this part of R.O.P.E. has been about U.S. History, but in our increasingly interconnected world, many topics from World History could also be considered. The History section of the R.O.P.E. presentation will demonstrate mastery of an important topic or theme from either U.S. or World History, and show how that theme fits in the overall study of either of those two disciplines. Topics or themes should be considered crucial knowledge for an educated citizen of the country and world.

Part I: The Topic:

The topic should be an investigation of some sort of important question, problem or theme of U.S. or World History. The topic should be broad enough to be easily tied into large currents in U.S. or World History, yet narrow enough not to be too general or superficial in scope. Examples of topics too broad in scope would be "The History of Rome", "The History of China" or "The History of the American Civil War". Topics that would be considered too narrow might be any biography of an obscure person or singular event (like one battle) that does not make any effort to tie that person or event into its larger historical context.

Topics can be an expansion of an investigation or project done for a previous History class at Walden or elsewhere. The topic also should be of interest to the R.O.P.E. candidate, as our best and most inspired work is usually done when we are passionate about something. The list of topics for this presentation is essentially only limited by the interests of the presenter!

Topics must be agreed upon between the R.O.P.E. Candidate and the History teacher responsible for R.O.P.E. presentations. This process should be completed by the end of the first quarter, and agreed to in writing.

Presentations slated to begin at the start of the third quarter will be scheduled at a time mutually agreeable to the R.O.P.E. Candidate and the History Teacher in charge of R.O.P.E.

Part II: The Presentation:

The oral presentation itself should last between ten and fifteen minutes, and may consist of: a PowerPoint, a "lecture" backed up with notes and an outline or the reading of a research paper based on the topic. Additional accommodations may be made on an individual basis.

In addition, The R.O.P.E. candidate should be prepared for a ten to fifteen minute "defense" of their research and presentation. The History teacher and any other R.O.P.E. committee member present will ask questions about the candidate's understanding of their topic. R.O.P.E candidates should be prepared to show in depth knowledge, as well as be able to make connections to major wider historical themes related to their topic. The purpose of this part of the presentation is to show the R.O.P.E. candidate can articulate the importance of their topic of study, and its place in the larger study of U.S. or World History.

Part III: The Grade:

Satisfactory completion of this part of R.O.P.E will be based on demonstrated knowledge of the topic chosen, an understanding of its importance to the study of either World or U.S. History, as well as the quality of the research that went into the presentation. Whatever the method used by the R.O.P.E. candidate to present the topic, a rigorous investigation should be backed up with a "works cited" page in MLA format that draws from a variety of sources and viewpoints (five source minimum). Sources should be vetted for respectable academic rigor and veracity (no over reliance on one or two sources, or "Wiki" type websites). The candidate's ability to pass and excel at this part of R.O.P.E will be based on the following: knowledge of the topic based on the oral presentation, an ability to put the topic in historical context, based on the question and answer part of the presentation, and a demonstration of academic rigor based on the quality of research.

The History section of the R.O.P.E. presentation will meet one or more of The State of Wisconsin History Performance Standards for Grade Twelve. A complete list of the Wisconsin History performance standards can be found at www.standards.dpi.wigov/stn_ssb12



Appendix:

Multicultural Awareness Terms	35
A Sample Resume	36
Letter of Recommendation	37
Service and Citizenship	38
Community Service Verification Form.	39
Effective Writing Traits.	40
Annotated Bibliography Example	4

Multicultural Awareness

The following terms should be familiar to the student:

- culture (including material/nonmaterial culture and cultural integration)
- socialization
- norms
- enculturation
- folkways
- stratification
- mores
- sexism symbols
- gender/sex
- assimilation/pluralism ethnocentrism
- cultural relativism dominant culture
- minority
- subculture
- race
- ethnicity
- colonialism/imperialism segregation
- integration racism/bigotry
- prejudice/discrimination homogeneous
- heterogeneous
- third world
- stereotype

Student Resume
1234 Imasenor St. (Lower), Racine, WI, 53403
Phone: (262) 358-5251
Email: almostgone@gmail.com

Education:

- Walden III High School, Racine, WI (2010 – present)
- 3.973 GPA (2nd in Class)
- National Honor Roll (2010-present)

Employment History:

May to September 2012

Root River Environmental Education Community Center (REC)

Worked with one or more other people renting out canoes, kayaks, and bikes on the Root River. Carried boats to and from river, and handled equipment and rental fees / paperwork. Also helped to inform people about the river and its importance to the city.

Skills/Traits:

- Writing / Typing

Can type 45-50 words/minute with no error, and is heralded by teachers for writing technique and grammar.

- Money Handling

Has experience taking money, giving change, and balancing money at end of shift

- Organization

Detail-oriented, and adept at separating, organizing, and cataloging items and information.

- Heavy Lifting / Labor

Can accurately complete physical work, and has experience working with heavy loads and equipment. Will get dirty if job requires. Can lift up to 35 lbs over head.

- Ambition

Always looking for a new project to work on, and not afraid to do other kinds of work if no opportunity to keep busy presents itself within the current position.

- Computer Skills

Can perform basic to moderate computer operation and repair and is proficient with software such as Microsoft Office and Adobe Creative Suite

Interests:

- Writing short stories and novels
- Computer programming and web design
- U.S. Academic Decathlon

Letters of Recommendation

Letters of Recommendation should be typed on letterhead stationary when applicable. Letters of recommendation may be written by:

- a. any former employer.
- b. any present employer.
- c. a minister, priest, rabbi.
- d. any person in a business or profession who knows the senior.

Ask the person to write the letter well ahead of the due date. Tell the individual exactly when the letter is due. Ask competent, trustworthy people.

"How do I ask for a letter of recommendation?"

- Be specific. Tell the individual that the letter is for the R.O.P.E. portfolio.
- Explain that at Walden III, R.O.P.E. is a combination of written and oral presentations designed to prove competency in preparation for graduation. The individual may want to read the introductory explanation of R.O.P.E. in the beginning of the R.O.P.E. handbook.
- Be courteous. Politely ask the person to write a letter. *Please* is a good word to choose.

What should be included in the letter? (*specifics*-- vague generalities are meaningless). Some ideas of what should be included would be:

- a description of the job and duties.
- a description of your particular skills.
- a description of your personality.
- Hint: It would be appropriate for the senior to respond to the letter writer with a thank you note

Service and Citizenship

In this area, a person is expected to do voluntary service for his/her fellow human beings in their community. Community is to be defined as your school, your neighborhood, your city, or some other such groupings. To qualify, the organization must meet the Racine Unified School District community service regulations.

- NO grades can be given for service; neither lowered, raised, nor as extra credit.
- NO pay may be received for service.
- NO family members may be the recipients or supervisors of service.
- NO credit will be given for service during a student's regular school hours. (Exceptions can be made thru student coordinator during free hours.)
- NO credit will be given for extracurricular (co-curricular) activities or for student aide activities that you are already receiving credit for.
- NO credit for service will be recorded without a parent or guardian's signature for permission and have approval.
- NO credit for service will be given for work with a profitmaking organization.
- NO credit for service will be given for court-required or other punitive service.

You will be required to write a personal reflection about your community service and complete community service verification forms for every activity chosen. Your reflections should include:

1. Your personal insight about the activity chosen (your thesis). This should include your beliefs, attitudes and observations. Support YOUR views by citing materials such as books, journals, and articles
2. Citations should add credibility to your paper, not be the paper. In other words

please don't just explain what others have done and believe, tell me what you believe based on both facts and personal experience.

3. Your conclusion: the impact on you as well as for others.

Examples of Possible Community Service Activities:

- Assisting at Boys or Girls Clubs
- Working with the Habitat for Humanity
- Tutoring
- Helping remove graffiti-off campus
- Helping at a hospital, convalescent home, or orphanage
- Working with community theater
- Helping with a community team such as AYSO soccer
- Helping at a non-profit organization or Little League (helping with sports events for example: St. Vincent de Paul, Salvation Army, etc., younger children, refereeing, etc.)
- Giving blood (2 hours of credit each time blood is given)
- Helping at a Key Club or community event
- Helping the community through church-related activities

Below are some links you might find more ideas on:

<http://www.volunteercenterofracine.org>

COMMUNITY SERVICE VERIFICATION FORM



All Community Service Must Be Unpaid and Volunteer Work
Student Name: _____ ID #: _____

Description of Community Service Activity:

Name of Organization:

Homegroup Teacher Pre-approval _____ Date: _____

AND Parent/Guardian Permission: I, Parent/guardian of the above-named student, give my permission for my son/daughter to participate in the community service activity described below.

Parent/Guardian Signature: _____ Date: _____

Dates when the above-described community service took place and validating signatures:

Supervisor's Signature & Phone No. _____ Date: _____

Time: #of Hours: _____ and Position: _____

Supervisor's Signature & Phone No. _____ Date: _____

Time: #of Hours: _____ and Position = _____

Supervisor's Signature & Phone No. _____ Date: _____

Time: #of Hours: _____ and Position: _____

Supervisor's Signature & Phone No. _____ Date: _____

Time: #of Hours: _____ and Position: _____

Supervisor's Signature & Phone No. _____ Date: _____

Time: #of Hours: _____ and Position: _____

Supervisor's Signature & Phone No. _____ Date: _____

Time: #of Hours: _____ and Position: _____

TOTAL# OF HOURS: _____

Effective Writing Traits

The six traits listed below identify the main features found in effective essays, reports, stories, and articles. If you write with these traits in mind, you will most likely be pleased with the results.

1. **Stimulating ideas:** Effective writing presents interesting and vital information about a specific subject. It has a clear purpose or focus, or as writer Donald Murray states, "It has a controlling vision which orders what is being said." The ideas are thoroughly explored and hold the reader's attention from start to finish.

2. **Logical Organization:** In terms of basic structure, good writing has a clearly developed beginning, middle and ending. Within the text, each main point is supported with examples, explanations, definitions, and specific details. The overall arrangement of ideas unifies the writing and makes clear the writer's purpose.

3. **Engaging Voice:** In the best writing, you can hear the writer's voice--her or his special way of expressing ideas and emotions. Voice gives writing personality: it shows that the writer sincerely cares about her or his subject and audience. Writer Donald Graves calls voice the "imprint of the writer in the writing."

4. **Original Word Choice:** In good writing, the nouns and verbs are specific.. The modifiers are colorful (and used somewhat sparingly). The overall level of language helps to communicate the message and set an appropriate tone. In short, all the right words are in all the right places.

5. **Effective Sentence Style:** Effective writing flows from sentence to sentence. But it isn't, by any means, predictable. Sentences vary in length, and they don't all begin in the same way. Sentence fluency gives rhythm to writing, which helps make it enjoyable to read.

6. **Correct, Accurate Copy:** Good writing follows the accepted standards of punctuation, mechanics, usage, and spelling. It is edited with care to ensure that the work is accurate and easy to follow.

Annotated Bibliography

The senior should follow the correct MLA bibliographic format. To save time making the works cited page use the computer internet site www.easybib.com .

The annotation is a summary of the book and it should be written in your own words with a minimum annotation of five sentences per book. All books should be listed alphabetically by the author's last name. Use the examples below as a guide. Please keep in mind that all your text, including the write-up beneath the citation, must be indented so that the author's last name is the only text that is flush left.

Asher, Jay. *Thirteen Reasons Why: A Novel*. New York: Razorbill, 2007. Print.

High school student Clay Jensen receives a box in the mail. It contains seven cassette tapes recorded by his crush, Hannah Baker, who committed suicide. He spends a bewildering and heartbreaking night crisscrossing their town. He listens to Hannah's voice recounting the events leading up to her death. She explains the thirteen reasons why she took her life and the people who influenced her decision.

Johnson, Angela. *The First Part Last*. New York: Simon & Schuster, 2010. Print.

Bobby is a typical teenage boy. He is an urban teenager whose life is about to change. He is going to be a father. His girlfriend Nia and he have a big decision to make about the baby that is coming. Bobby's carefree teenage life changes forever when he becomes a father and must care for his adored baby daughter.

Lowry, Lois. *The Giver*. New York: Laurel Leaf, 2002. Print.

Jonas lives in a "perfect world" where there is no war, disease, or suffering. Everyone is treated equally. Each member is assigned a job when they are twelve. Given his lifetime assignment Jonas becomes the receiver of memories shared by only one other. He then learns the terrible truth about his Community.



WALDEN III

Racine, Wisconsin