

Rite of Passage Experience

Rite of Passage Experience



In the Process of Discovery

Revised 2018/2019



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Introduction

The Rite of Passage Experience is a formal and important set of actions done to mark the process of changing from one stage of life to another. R.O.P.E. is a requirement for students who wish to graduate from Walden III. It is designed to demonstrate proficiency in the areas of English, Language Arts, Social Studies, Science, Fine Arts, Physical Education/Health, Mathematics, and include Foreign Language if applicable.

R.O.P.E. students are required to strive for proficiency in all areas using oral and/or written presentations before an R.O.P.E. evaluator. The content evaluators guide the students through R.O.P.E. and assess the students' performance during the presentations.

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.

The Three Components 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 is a unique opportunity for the senior to take an in-depth look at oneself - past, present, and future. Student work will include the following:

- One high-quality artifact from each content area including a 1-2 page reflection explaining how this artifact demonstrates your proficiency and growth: English, Language Arts, Social Studies, Science, Fine Arts, Physical Education, Mathematics, and Foreign Language if applicable. (see Appendices for examples)
- Autobiography
- Letters of recommendation
- Standardized test scores
- Math placement test score
- Annotated book list with reflective essay
- Community service log
- Resume
- Appendices (print outs of rough drafts before revisions, awards, pictures, personal achievements)

The R.O.P.E. teacher will be the primary facilitator of all written material. The R.O.P.E. teacher, working with the home group teacher, will evaluate the final portfolio.

Candidates for graduation should be prepared to answer any questions regarding the papers within the portfolio during specified presentations.

2. The Senior Thesis: An argumentative 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. The topic will be chosen at the beginning of the second quarter when the R.O.P.E. teacher will give assistance in the actual writing. A complete Works Cited page is required and parenthetical documentation is also required in MLA format.

Every student will be assigned a Thesis Advisor. This advisor will serve as a mentor and help assist the student with the thesis process. The thesis advisor is available to act as a "screen" for accuracy, plagiarism, topic validity, and to assist students with research problems. Each student will be required to meet with their advisor a minimum of 3 times during the process. 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). Students in all areas, where it is appropriate, should include current events. Passing the oral presentations is required for graduation. Successfully completing these presentations will also result in the earning of the R.O.P.E. medal on the evening of the ceremony.

English
Human Relations (ethics)
Mathematics
Professional Proficiency
Science
Social Studies
Fine Art
Reading

Required R.O.P.E. classes:

1. The R.O.P.E. Class (Semester 1)

During first quarter, students will receive direction on how to compile and complete their portfolios. The portfolio will include student chosen high-quality work, completed from previous

classes with reflections. During the second quarter students will write a senior thesis on a topic of their choice complete with notes and a rough draft.

2. Speech Class (Semester 2)

The speech class is a beginning course in principles of oral communication designed to develop confidence and precision through classroom speaking. These skills will be applied to R.O.P.E. presentations second semester.

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 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 in order for a student to be a candidate for graduation.

In order to attend ROPE night all presentations must be passing by that evening.

Rope Night is usually the first Wednesday after Memorial Day.

Evaluation

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

The R.O.P.E. teacher, home group advisor and thesis advisor will help grade and support the ROPE process.

The content evaluator will grade the oral presentations. Mathematics, Social Studies, Reading, Science and English are competency seal areas for the Walden III diploma.

Grading

Portfolio

The portfolio will be graded on a standard percentage/letter grade. This grade will make up the 1st quarter score for the semester grade. The grade will consist of 50% self-review, 25% peer review, 15% ROPE teacher, and 10% home group teacher

review. Any portfolio below an 80% will receive an in progress (IP) grade and must be resubmitted until proficiency is achieved.

Senior Thesis

The senior thesis final paper will be graded using the attached rubric. The final paper grade will be a Pass or Fail grade. If the senior fails the paper they will be given an IN PROGRESS (IP) for the first semester ROPE grade and will be assigned an intervention time to complete the paper. Seniors must have a passing paper in order to be a candidate for graduation.

Classroom assignments for the thesis will be given a point value to help determine the 2nd quarter ROPE grade.

ROPE Class

The semester long course will include grades from the portfolio and senior thesis. These grades will determine the semester grade.

Speech Class

The semester long course will include grades from classroom assignments and grades for presentations. These grades will determine the semester grade.

Presentations

Presentations will be recorded/assessed during the second semester of the senior year.

Students must pass the Speech course in order to be a candidate for graduation.

Special Education

Any or all parts of the ROPE process will be modified based on IEP goals, services, and/or accommodations in compliance with special education law. The special education teacher along with the content area ROPE evaluator and home group teacher will work collaboratively with the student's IEP.

Redd

Portfolio

Dear Parents/Guardians of our Walden Seniors,

As many of you already know, your Walden Senior will be taking part in R.O.P.E. (Rite of Passage Experience) this school year. Many of our seniors have been working towards this experience over the past four years. It is important for you to know, if a Walden Senior does not hand in a proficient portfolio and senior thesis **on** the assigned dates, he/she will **not** be a candidate for graduation from Walden III. During R.O.P.E. class today, your Walden Senior was given a R.O.P.E. handbook and a class procedure binder, this included things such as grading procedures, objectives, and most importantly, due dates.

We ask that you go over the booklet and binder with your Walden Senior so that you are aware of all of our expectations. If you have any questions about the way the class will be run, do not hesitate to call us immediately.

After you have gone over the booklet and packet with your Walden Senior, we ask that you sign the bottom portion of this sheet and return it to the R.O.P.E. instructor by _____ . Thanks in advance for your cooperation.

Per Racine Unified School District Graduation Requirements number 6142.1: Walden students must successfully complete all ROPE requirements to be a candidate for graduation from Walden III.

Sincerely,
R.O.P.E. teacher

I have read the R.O.P.E. booklet and resource binder and understand all expectations and acknowledge all due dates.

Parent/Guardian Signature

Senior Signature

Due Dates

All due dates are set in stone unless the instructor tells you otherwise.

Week 1: _____

Class Introduction

Go over R.O.P.E. manual

Work on Autobiography

Inquire about two (2) letters of recommendation (Find 3-4 people)

Rough draft of Autobiography due

Week 2: _____

Find and revise a high-quality Science artifact with reflection.

Find and revise a high-quality Social Studies artifact with reflection.

Find and revise a high-quality English artifact with reflection.

Final copies of the above are due.

Final draft of Autobiography due

Week 3: _____

Find and revise a high-quality PE/Health artifact with reflection.

Find and revise a high-quality Fine Arts artifact with reflection.

Find and revise a high-quality Math artifact with reflection.

Find and revise a high-quality Foreign Language artifact with reflection if applicable.

Final copies of the above are due.

Week 4: _____

Work on annotated book list

Work on Resume

Letters of Recommendation due

Week 5: _____

Work on reflective essay

Ask H.G. teacher for Standardized Test Scores

Ask H.G. teacher for Math Placement Exam

Compile Community Service log

Annotated book list due

Resume and Reflective Essay due

Week 6: _____

Community Service log due

Math Placement Exam due

Standardized Test Score due

Work on Appendices

******Completed Portfolio due**

Week 7: _____
Work on portfolio revisions
*******Due**

Week 8: _____
Contact Thesis Advisor
Research
Thesis Advisor/Statement

Week 9: _____
Research Thesis Topic

Autobiography Expectations/Rubric

- 10 - 13 pages
- Cover page
- Page numbers
- MLA format
- Showing, not telling the audience
- Appropriate senior-level writing – no grammatical errors
- My home group teacher received a rough draft on _____ and a final copy on _____

I, _____, completed my Autobiography to the best of my ability. Additionally, I acknowledge that the Check- Off List and Rubric will be used to determine my grade.

Getting Started

No matter what method you choose to tell your story your own reasons for writing your autobiography will colour how it is approached. The emphasis you place on the various areas will be different from another person embarking on their own autobiography.

For now let's assume you are setting out to write your life story but the methodology can be applied to your own chosen subject.

Here are a few subjects for lists and the short descriptions that go with them that will get you started. The questions are only to give you a starting point, make your own list of questions and jot down the answers.

Start with a simple list and then expand upon it so that you build up short word pictures.

Places

What are the places I have lived in? As a child, a teenager, a young adult etc.

What were these places like?

What was significant about the place? If it was a farm what was the land like? Was it a cropping farm or livestock?

What was the town, suburb, city like?

Did you change places and what did that feel like?

People

Who were the significant people in my life? As a child, a teenager, a young adult etc.

What did these people mean to me?

What were they like? What did they look like, what sort of clothes did they wear, how did they behave?

What did I learn from them? What experiences did I share with them? How did they affect my life?

The people in your autobiography give it colour and interest. Your readers will want to get to know the main characters of your story and read about your opinions and interactions with them. *All stories need characters.*

Events and Experiences

Jot down as many events and life experiences about your life as you can think of.

Keep your note book handy so that when you think of something it is there for you. A few words will do the trick, this is your "memory trigger" they don't have to be complete sentences or even fully detailed.

- Maybe it is something about one of the places you lived in?
- Something you remember about a favourite uncle or aunt.
- Perhaps it's about when you saw something in the big city or the birth of a child.
- You may have travelled widely or undertook studies.

Once you start you will get the idea and the memories will start flowing. One thought will lead to another and soon you will have filled your first notebook.

CATEGORY	4	3	2	1	Score
Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.	
Introduction	First paragraph has a "grabber" or catchy beginning.	First paragraph has a weak "grabber".	A catchy beginning was attempted but was confusing rather than catchy.	No attempt was made to catch the reader's attention in the first paragraph.	
Transitions (Organization)	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions clearly show how ideas are connected but there is little variety.	Some transitions work well but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.	
Grammar Spelling and Punctuation (Conventions)	There are no spelling or punctuation errors that distract the reader from the content.	Writer makes 1-2 errors in spelling or grammar that distract the reader from content.	Writer makes 3-4 errors in spelling or grammar that distract the reader from content.	Writer makes more than 4 errors in spelling or grammar that distract the reader from content.	
Word choice	Writer uses vivid words and phrases that linger or draw pictures in the readers mind, the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the readers mind, but occasionally the words are inaccurate or seem overdone.	Writer uses words to communicate clearly but the writing lacks variety punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.	
Requirements Length of paper (excludes cover page and pictures)	All of the written requirements were met. Autobiography is between 10-13 pages in length.	Autobiography is 1 page more than 13 pages in length or 1 page less than 10 pages in length.	Autobiography is 2 pages more than 13 pages in length or 2 pages less than 10 pages in length.	Autobiography is 2 or more pages longer than 13 pages in length or 2 or more pages less than 10 pages in length.	
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.	

Sequencing (Organization)	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions show how ideas are connected but there is little variety.	Some transitions work well but connections between other ideas seem fuzzy	The transitions between ideas are unclear or nonexistent.	
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Comments:

Artifacts/ Artifact Reflection Rubric

Artifact/Reflection(s) check off list

- Science artifact with reflection
- Social Studies artifact with reflection
- Math artifact with reflection
- Fine Arts artifact with reflection
- PE/Health artifact with reflection
- Optional foreign language artifact with reflection

Artifact Reflection Paper Rubric

Area	4	3	2	1
Artifact Analysis	The reflection provides an accurate, insightful analysis of items in the portfolio.	The reflection provides an accurate analysis of items in the portfolio.	The reflection provides a mostly accurate analysis of items in the portfolio.	The reflection provides a minimally accurate analysis of items in the portfolio.
Grammar, spelling, conventions	There are no grammatical, spelling or conventional errors.	Author makes 1-2 errors.	Author makes 3-4 errors.	Author makes more than 4 errors.

Annotated Bibliography

An Annotation:

- Is brief descriptive and evaluative
- Informs the reader of the relevance, accuracy, and quality of the sources cited
- Summarizes the book to the reader

Typed Citations

- Refer to the **MLA Sample Citation Entries** and the **sample Annotated Bibliography** on the next several pages for format guidelines and examples. Purdue Owl is also another great source.
- Only list books that you have read.

Typed Annotations

- Leave one blank line after the citation.
- Type a single-spaced summary (annotation) of your source. Be sure to left indent the summary a half -inch as the sample shows.
- **Use size 12, Times New Roman font, and 1” margins.**

Directions for Annotated Bibliography for Rope

Follow the correct MLA bibliographic format. You may use 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.

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. When given his lifetime assignment, Jonas becomes the receiver of memories shared by only one other. He then learns the terrible truth about his community.

ROPE Annotated Bibliography Rubric

Criterion	5	4	3	2	1
Quantity of sources	16 sources				

Quality /Reliability of Sources	All books cited are approved and can be considered appropriate for academic level.	Most books cited are approved and can be considered appropriate for academic level.	Some sources are approved and can be considered appropriate for academic level.	Few books are approved and can be considered appropriate for academic level.	Little or no books are approved and appropriate for academic level.
Annotations	Annotations sufficiently and succinctly summarize, evaluate, and reflect on the book.	Annotations sufficiently summarize, evaluate, and reflect on the book.	Annotations adequately summarize, evaluate, and reflect on the book.	Some annotations provide inadequate summary, evaluation, and/or reflection.	Most annotations provide inadequate summary, evaluation, and/or reflection.
Documentation	Citations are formatted correctly in the document.	There are a few formatting errors. Some citation information may be missing.	There are some formatting errors or missing information.	There are many and/or frequent formatting or informational errors.	There is little or no adherence to MLA format in the document.
Language	Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are	Language is clear and carefully chosen, with an adequate degree of accuracy in grammar, vocabulary and sentence construction	Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register

	style are effective and appropriate.	consistently appropriate .	n despite some lapses; register and style are mostly appropriate.	apparent; the register and style are to some extent appropriate.	and style.
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Comments:

Name _____ HG Teacher _____

Date _____

Annotated Bibliography Check off List

(Go through your paper and check off the appropriate circles, if you are unable to check all circles, you need to fix something in your paper)

- 16 books cited with annotation
- Page numbers
- No contractions (example don't = do not)
- MLA format
- Use size 12, Times New Roman font, and 1" margins.
- Only list books that you read.
- Appropriate senior-level writing

- My home group teacher received a rough draft on _____
and a final copy on _____

I, _____, completed my Annotated Bibliography to the best of my ability. Additionally, I acknowledge that the Check- Off List and Rubric will be used to determine my grade.

Candidate Signature

Date turned into ROPE teacher

What is a resume?

A resume is it is a written document, outlining your major professional and education accomplishments, skills and experience. A resume is used to give a prospective employer or admissions representative a brief understanding of you and the contributions you could bring to the organization or college.

Common types of resumes

1. Chronological

- Organized by company/job titles/responsibilities
- Reverse chronological order (present or most recent first)
- used by most college students

2. Functional

- Organized by skills and functions
- Employment history listed as a separate section, if listed
- Some students may want to consider a functional format as your past experience may be very limited

How to Prepare an Effective Resume

1. Resume Essentials

Before you write, take time to do a self-assessment on paper. Outline your skills and abilities as well as your work experience and extracurricular activities. This will make it easier to prepare a thorough resume.

2. The Content of Your Resume

I. Name, address, telephone, e-mail address, web site address

All of your contact information should go at the top of your resume.

- Avoid nicknames
- Use a permanent address
- Use a permanent telephone number and include the area code. If you have an answering machine or voicemail, record a neutral greeting.
- Add your email address. Many employers will find it useful. (Note: Choose an email address that sounds professional)
- Include your website address only if the web page reflects your

II. Objective

An objective states your career/academic objective to a potential employer of college representative.

- Be Specific
- Tailor your objective to each employer/college you target.

III. Education

New graduates without a lot of work experience should list their educational information first.

- Include your degree (Regents, etc.) and any concentrations.
- Include your anticipated graduation date.
- Add your grade point average if over an 85%; mention academic honors.

IV. Achievements

- Bullet point your achievements to make them stand out.
- Start with the strongest point in your favor and work backwards from there.

IV. Work Experience

Briefly give an overview of work that has taught you skills. This can include any paid or unpaid positions. Use action words to describe your job duties. Include your work experience in reverse chronological order—that is, put your most current job first and work backward to your first, relevant job. Include:

- Title of position
- Name of organization
- Location of work (town, state)
- Dates of employment
- Describe your work responsibilities with emphasis on specific skills and achievements. The following are the top 10 skills employers seek as listed on www.jobweb.com
 1. Communication skills
 2. Honesty/integrity
 3. Teamwork skills
 4. Interpersonal skills
 5. Motivation/initiative
 6. Strong work ethic
 7. Analytical skills
 8. Flexibility/adaptability
 9. Computer skills
 10. Organizational skills

V. Other information

You may want to add:

- Key or special skills or competencies
- Participation in extracurricular activities, sports, etc.

VI. References

Ask people if they are willing to serve as references before you give their names to a potential employer.

Do not include your reference information on your resume unless requested. You may note at the bottom of your resume: "References furnished on request." You can then put together a separate references page that lists usually three references. Make sure to include the person's name, job title, place of employment, address and telephone number.

3. Resume Checkup

You've written your resume. It's time to have it reviewed and critiqued by a career counselor. You can also take the following steps to ensure quality:

Content:

- Run a spell check on your computer before anyone sees your resume.
- Have a professional do a grammar review.
- Ask another person to proofread. The more people who see your resume, the more likely that misspelled words and awkward phrases will be seen (and corrected).

Rubric for Résumé Writing

Task Description: Completion of Resume for ROPE Portfolio					
Criteria	weight	Exceptional (4)	Admirable (3)	Acceptable (2)	Attempted (1)
Personal Information	20%	<input type="checkbox"/> Bolded and easily read <input type="checkbox"/> Legal name <input type="checkbox"/> Complete address <input type="checkbox"/> Complete phone number	<input type="checkbox"/> Easily read <input type="checkbox"/> Name <input type="checkbox"/> Address <input type="checkbox"/> Phone number	<input type="checkbox"/> Clear <input type="checkbox"/> Incomplete name <input type="checkbox"/> Incomplete address <input type="checkbox"/> Incomplete phone number	<input type="checkbox"/> Unclear <input type="checkbox"/> Missing name <input type="checkbox"/> Missing address <input type="checkbox"/> Missing phone number
Headings	40%	<input type="checkbox"/> Each heading serves a purpose for type of résumé <input type="checkbox"/> Pertinent information fits job objective or personal statement <input type="checkbox"/> Information listed in reverse chronological order <input type="checkbox"/> Well written descriptions <input type="checkbox"/> Criteria submitted meets stated objective	<input type="checkbox"/> Most headings serve a purpose for type of résumé <input type="checkbox"/> Includes pertinent information under each heading <input type="checkbox"/> Information in some order <input type="checkbox"/> Descriptions fairly well written <input type="checkbox"/> Most criteria meets stated objective	<input type="checkbox"/> Unnecessary headings included or lacking necessary headings <input type="checkbox"/> Gaps in pertinent information <input type="checkbox"/> Information in random order <input type="checkbox"/> Basic descriptions <input type="checkbox"/> Some criteria meets stated objective	<input type="checkbox"/> Incomplete headings <input type="checkbox"/> Lacking pertinent information <input type="checkbox"/> Information lacks dates <input type="checkbox"/> Incomplete descriptions <input type="checkbox"/> Criteria not relevant to stated objective
References	5%	<input type="checkbox"/> Submits separate reference sheet (optional) <input type="checkbox"/> Notes References are available upon request			<input type="checkbox"/> No note or list of references
Appearance	35%	<input type="checkbox"/> Typed; format correct <input type="checkbox"/> Thorough and on one page <input type="checkbox"/> Professional font <input type="checkbox"/> Correct grammar, usage, mechanics, spelling <input type="checkbox"/> Well organized	<input type="checkbox"/> Typed; format acceptable <input type="checkbox"/> One page <input type="checkbox"/> Easily read font <input type="checkbox"/> Few grammar, usage, mechanics, spelling errors <input type="checkbox"/> Adequately organized	<input type="checkbox"/> Typed; poor format <input type="checkbox"/> Crowded one page <input type="checkbox"/> Difficult to read font <input type="checkbox"/> Several grammar, usage, mechanics, spelling errors <input type="checkbox"/> Poorly organized	<input type="checkbox"/> Handwritten <input type="checkbox"/> More than one page <input type="checkbox"/> Difficult to read <input type="checkbox"/> Obvious grammar, usage, mechanics, or spelling errors <input type="checkbox"/> Lack of organization

Final Score _____

Name _____ HG Teacher _____ Date _____

Resume Check off List

(Go through your paper and check off the appropriate circles, if you are unable to check all circles, you need to fix something in your paper)

- 1 page
- Appropriate headings (in bold) and information
- Appropriate format
- No contractions (example don't = do not)
- All components present
- Appropriate senior-level writing
- My home group teacher received a rough draft on _____

I, _____, completed my Resume the best of my ability.

Additionally, I acknowledge that the Check-Off List and Rubric will be used to determine my grade.

Candidate Signature

Date turned into ROPE teacher

Reflective Essay

Name _____ HG Teacher _____
 Date _____

Reflective Essay Check off List

(Go through your paper and check off the appropriate circles, if you are unable to check all circles, you need to fix something in your paper)

- 1 $\frac{3}{4}$ - 2 $\frac{1}{2}$ Pages, 12 font, Times New Roman
- Cover page (**title**)
- Page numbers
- Parenthetical citation (if needed)
- Works Cited page (if needed)
- Reflection on **book from your Book List**
 - May include: summary (brief), what you learned, impact on your life, thoughts provoked, recommend to readers, connection to self or world, etc. (Key word, Reflection)
- Appropriate senior-level writing
- My home group teacher received a rough draft on _____

I, _____, completed my Reflective Essay to the best of my ability. Additionally, I acknowledge that the Check- Off List and Rubric will be used to determine my grade.

— Candidate Signature

Date turned into ROPE teacher

Reflective Essay Rubric

Student Name: _____

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Attention Grabber	The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader.	The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The author has an interesting introductory paragraph but the connection to the topic is not clear.	The introductory paragraph is not interesting AND is not relevant to the topic.	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the	Author makes 1-2 errors in grammar or spelling that distract the reader from the	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that	

	content.	content.		distract the reader from the content.	
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected	Transitions show how ideas are connected, but there is little variety	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.	
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	
Capitalization & Punctuation	Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.	Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read.	Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	

Comments:

Portfolio Rubric

Teacher Name _____

Student name _____

CATEGORY	4	3	2	1
Presentation	Portfolio is presented in a clean, neat and organized fashion in a binder or some other type of holder marked with ROPE and the students name	Portfolio is presented in a clean and organized fashion in a binder or some other type of holder marked with ROPE and the students name	Portfolio is presented in an organized fashion in a binder or some other type of holder marked with ROPE and the students name	Portfolio is presented in a binder or some other type of holder marked with ROPE and the students name
Required Elements: <ul style="list-style-type: none"> ○ Autobiography - final draft ○ Science artifact with reflection ○ Social Studies artifact with reflection ○ English/Language Art artifact with reflection ○ Mathematics artifact with reflection ○ Fine Arts artifact with reflection ○ PE/Health artifact with reflection ○ Foreign Language artifact with reflection if applicable ○ Resume ○ Letters of Recommendation ○ Standardize test scores 	Portfolio included all required elements.	Portfolio missing 1 required element.	Portfolio missing 2 required elements.	Portfolio missing more than 2 required elements.

<ul style="list-style-type: none"> ○ Math evaluations ○ Annotated Book List ○ Reflective Essay ○ Community Service Log ○ Appendix A- rough drafts ○ Appendix B- personal artifacts 				
<p>Organization/Sequencing Table of Contents Section Dividers Page Numbers</p>	<p>Contents of the portfolio follow the table of contents and the portfolio can be easily navigated.</p>	<p>One item of the portfolio does not follow the table of contents and/or the portfolio is somewhat easily navigated.</p>	<p>Two items of the portfolio do not follow the table of contents and/or the portfolio is somewhat easily navigated.</p>	<p>The portfolio does not follow the table of contents and/or the portfolio is difficult to navigate.</p>
<p>Use of Time</p>	<p>Used time well during class (as shown by observation by teacher, and documentation of progress).</p>	<p>Used time well during most class (as shown by observation by teacher, and documentation of progress).</p>	<p>Occasionally used time well during class (as shown by observation by teacher, and documentation of progress).</p>	<p>Used time poorly during class (as shown by observation by teacher, and documentation of progress).</p>

Comments:

Name _____ HG Teacher _____
Date _____

Rite of Passage Experience Portfolio Final Check List

Final R.O.P.E. Portfolio **must include all the following to be passed on to the appropriate home group teacher.**

- Title Page
- Table of Contents
- Page Numbers – continuous, like a book
- Section Dividers
- Autobiography - final draft
- Science artifact with reflection
- Social Studies artifact with reflection
- English/Language Art artifact with reflection
- Mathematics artifact with reflection
- Fine Arts artifact with reflection
- PE/Health artifact with reflection
- Foreign Language artifact with reflection if applicable
- Resume
- Letters of Recommendation
- Standardize test scores
- Math evaluations
- Annotated Book List
- Reflective Essay
- Community Service Log
- Appendix A- rough drafts
- Appendix B- personal artifacts

I, _____, completed my ROPE Portfolio to the best of my ability. Additionally, I acknowledge that the Check- Off List, various Rubrics, and my work effort will be used to determine my grade.

Candidate Signature

Date turned into Home Group
Teacher

MLA Grammar TIPS for the ROPE Portfolio

MLA citation format is a method for formatting your paper and documenting the sources of information you use in your paper. The proper use of a citation format such as MLA can help you avoid plagiarism

- General information
 - The standard font for MLA is Times New Roman, 12-point font, 1” Margins
 - Double spaced throughout

• Parenthetical Citation/ In-Text Citations

Parenthetical citations within the text of your paper let your reader know when you've used information from another source. The parenthetical citation corresponds to a source listed on your works cited page.

- **You must cite the source within your text any time you use others' work**, facts, ideas, statistics, diagrams, charts, drawings, music, or words in your paper. Whether you quote, paraphrase, or summarize a single phrase or a whole chapter, you must acknowledge the original author no matter how much of the source you use or how often you use it.
- Useful website(s)
 - <https://owl.english.purdue.edu/owl/resource/747/02/>
 - https://web.ccis.edu/~media/Files/Academic%20Resources/Writing%20Center/mla_examples.pdf
- Examples
 1. One critic complains of the authors, “They’re sheep in wolves’ clothing who manage to write about bad things and make you feel good” (Bukiet 35). **[Note that both the author and page number are cited in parentheses.]**
 2. Anna Funder explains that the Stasi “was a bureaucracy metastasized through East German society” (sic) (5). [Because the author’s name is given in the sentence, only the page number is cited in parentheses. Quotations must be presented exactly as they appear in the original text. The addition of sic in parentheses after the quotation lets readers know that the quotation was typed accurately despite the appearance of a mistake or misspelling.]
 3. Herr Bock, a former training professor at the Ministry of State Security, explains that, above all, an informer “needed to be honest, faithful, and trustworthy” (qtd. in Funder 200). [If you quote or paraphrase text that is itself quoted from another source, you should cite the indirect source—the one that you have accessed and read yourself—not the original one. Begin your parenthetical citation with qtd. in, which is short for quoted in.]
 4. Most of the reports submitted to the Starbucks Business and Ethics Compliance Department address issues in the category of employee

relations ("Business Ethics"). [Even if you paraphrase (i.e. put information from the source into your own words), you still must provide a citation at the end of the sentence. If the source does not list an author, use the first word or two of the title in your parenthetical citation. In this example, the source does not have page or paragraph numbers because it is a web site.]

5. In Egypt, "For many low income women . . . voting is less of a political act and more of an informal economic activity" (Blaydes and El Tarouty 371). [Use an ellipsis—three periods with spaces in between—to show that words were left out of the middle of the quoted sentence. A period followed by an ellipsis indicates material left out between two sentences, rather than in the middle of one.]
6. Boccaccio preferred to read literature that was "cellular" in terms of organization with stories told in "autonomous sequences" instead of one long narrative (Usher xviii). [Be sure to use quotation marks around key words from your source and cite parenthetically at the end of the sentence.]
7. After his father hits him and then explains why, Sarty experiences a burgeoning sense of hopelessness:

[I]t was as if the blow and the following calm, outrageous voice still rang, reperculated, divulging nothing to him save the terrible handicap of being young, the light weight of his few years, just heavy enough to prevent his soaring free of the world as it seemed to be ordered but not heavy enough to keep him footed solid in it, to resist it and try to change the course of its events. (Faulkner 713)

Sarty feels as if he is caught in limbo, old enough to be aware of the complexities in the world around him but still too young to have any control over his life.

[Long quotations are indented one inch from the left margin without quotation marks, and the period is placed before the parenthetical citation. After the blocked quotation, your analysis of the quote should continue at the left margin. The I in It appears in brackets because it is not capitalized in the original.]

- **Quotations**

- **Useful website(s):** <https://owl.english.purdue.edu/owl/resource/747/03/>
- Tips and/or examples
 - For quotations more than four lines, place quotation in a block quote
 - Look at number seven in the parenthetical citation section

- **MLA Works Cited List**

The works cited list gives full bibliographic information for all works cited in your paper.

- A. Begin your Works Cited page on a separate page at the end of your paper.
- B. Label the page Works Cited (do not italicize the words Works Cited or put them in quotation marks) and center the words Works Cited at the top of the page.
- C. Double space all citations, but do not skip spaces between entries.
- D. Indent the second and subsequent lines of citations by 0.5 inches to create a hanging indent

- E. Alphabetize by author or title if no author (ignoring “A”, “An” and “The”)
 - Useful website(s)
 - <https://owl.english.purdue.edu/owl/resource/747/12/>
 - Look along the left side for appropriate tab
 - **Examples**

Works Cited

Berman, Morris. *The Twilight of American Culture*. New York: W.W. Norton, 2000. Netlibrary. Web. 22 Aug. 2009.

Cox, Ted. “Once Daring, MTV Now a Bland Corporate Commodity.” *Daily Herald* [Arlington Heights, IL] 1 Aug. 2006: 1. Infotrac Custom Newspapers. Web. 27 Aug. 2009.

Edmundson, Mark. “One the Uses of a Liberal Education: I. As Lite Entertainment for Bored College Students.” *Harper’s* Sept. 1997: 39-49. Print.

“The Liberal Arts in the Age of Info-Glut.” *Chronicle of Higher Education* 1 May 1998: B4-5. Print.

(Notice how the “T” in the is ignored and it was alphabetized with use of the letter “L” in the word Libral)

- **Using Numbers**

- Useful website(s)
 - <https://owl.english.purdue.edu/owl/resource/593/01/>
- Tips and Examples
 - Use words to express any number that begins a sentence
 - Spell out numbers written in one or two words – *two, ninety-nine* (notice the use of the hyphen), *two thousand, four million*
 - Use numerals for numbers written in more than two words – *2½, 350, 12,543*
 - Use numerals for numbers that precede technical units of measurement – *2 inches, 3 amperes*
 - Be consistent in number use – *Were 12 of the 127 in attendance?; He sold 3 shoes, 75 slacks, and 123 aprons.*
 - Spell out any number that starts a sentence – *Three hundred forty-two students took the exam.*
 - Use numerals for page numbers (*page 7*), percentages (*7%*), money (*\$3.82*), and addresses (*301 State St.*)

- **Titles**

- Useful website(s): <https://owl.english.purdue.edu/engagement/2/1/45/>
- Tips and/or examples
 - **Italicize** titles of **independently published** works, which included books, plays, pamphlets, films, CDs, periodicals (newspapers, magazines, journals), and paintings.
 - **Quotation Marks** are used for titles of works published **within** larger works such as articles, essays, *chapters* of books, and short stories or poems *inside* independently published works, *episodes* of

television and radio programs, songs *on* an album, and *scenes* in films

- **Commas**

- Useful website(s)
 - <https://owl.english.purdue.edu/owl/owlprint/607/>
 - Avoid excessive commas

- **Abbreviations**

- Useful website(s): <https://owl.english.purdue.edu/owl/resource/747/11/>
- Tips and/or examples
 - **Introduce first by writing it out completely and putting the acronym in parenthesis. Then you can use the acronym alone.**
 - The National Aeronautics and Space Administration (NASA) was established in 1958.

Thesis Specific Grammar Tips

- Useful website(s)
 - <https://owl.english.purdue.edu/owl/resource/545/01/>
 - <https://owl.english.purdue.edu/owl/owlprint/658/>
 - <https://owl.english.purdue.edu/owl/resource/588/01/>
 -
- Tips and/or examples
 - In proper writing, you are not to use contractions – unless in a quote
 - Personal pronouns (first person) like I, we, and us should usually be avoided, especially in research papers
 - Avoid using the second person “you.”
 - It is best to remain in the third person (he, she, it)
 - Avoid using “filler” words example: ‘Like’ or ‘That’. Try crossing out the word that or like and see if the sentence still makes sense. Try not to use these words if possible.
 - Avoid wordiness. For example do not use Due to the fact that’, instead use the word ‘because’. It is short simple and gets your point across to the reader so they are not confused with excessive words.

R.O.P.E. Portfolio
Final Grading Sheet

_____, a senior at Walden High School, is presenting this portfolio to you as an example of the best work he or she can do to earn the graduation requirement needed to receive a diploma from Walden. This student understands that he or she will need to make any changes requested by his or her homegroup teacher in order to receive a passing grade.

Please return graded portfolio to the ROPE teacher no later than

_____.

Comments:

Thesis Paper

read

Starting Your Thesis

Your thesis Topic is:

Your thesis Statement is:

The first page of your thesis should be giving the reader background information on the main idea. For example if my thesis was on *vanilla ice cream and how it was the best ice cream flavor* the first part of my thesis would be giving the reader background information on vanilla ice cream, its origin, how it is made, the ingredients and a little history about it.

The first page of your thesis:

- Intro:
-
-
-
-

What information will you be using?

Books:

Important information and page numbers

-
-
-
-

Articles:

R.O.P.E. Senior Thesis Advisor Check off Sheet

As part of the R.O.P.E. requirement, all Walden seniors need to complete a senior thesis by December 21st. It is required that all seniors meet with their advisors at least five (5) times during the process of writing their papers. Each time the senior meets with their advisor, he or she must have this sheet signed by his or her advisor. The meetings are not only required as a graded check off, but are also vital to creating a satisfactory thesis.

Meeting #1

Date:

Topic/possible thesis statement that was agreed upon:

Advisor's Signature

Meeting #2

Date:

Progress Made? Recommendations by the advisor:

Advisor's Signature

Meeting #3

Date:

Progress Made? Recommendations by advisor:

Advisor's Signature

Meeting #4

Date:

Progress made? Recommendations by advisor:

Advisor's Signature

Meeting #5

Date:

Progress made? Recommendations by advisor:

Advisor's Signature

Senior Thesis Rubric

	Emerging	Needs Revision	Notes
<p>Mechanics</p> <ul style="list-style-type: none"> • Appropriate punctuation, capitalization and spelling • Appropriate paragraphing • Error free • 12 point font 			
<p>Style and Word Choice</p> <ul style="list-style-type: none"> • Consistency of voice, tense, person and point of view • Correct usage: pronoun agreement and reference, subject-verb agreement and tense • Variety in sentence structure, appropriate to topic, purpose and audience • Avoidance of awkward, choppy or incomplete sentences and slang • Diction and tone appropriate to topic, purpose and audience • Precision, clarity, richness of vocabulary • Conciseness • Use of own words 			
<p>Organization</p> <ul style="list-style-type: none"> • Thesis Statement: an explicit statement of the 			

<p>purpose, intent or main idea</p> <ul style="list-style-type: none"> • Good introduction to guide the paper • Thesis sentence is last sentence in introduction paragraph • Logical sequential order in development of entire piece • Logical organization and development in individual paragraphs • Support for generalizations • Appropriate transitions • Conclusion that wraps up the point 			
<p>Content</p> <ul style="list-style-type: none"> • Clarity of focus, adherence to topic with relevant details to support thesis • Sensitivity to audience • Adequacy of development, richness, completeness of support • Insight into subject matter, quality of thought, originality • Well made argument to prove thesis • Minimum of ten pages plus works cited pages 			

<p>Use of Sources</p> <ul style="list-style-type: none">• Works cited in correct MLA format• In-text citations in correct MLA format• Appropriate number of in-text citations to document source material• Source material supports writer's thesis with a mix of quotes and paraphrases without taking over the paper.• Appropriate use of analysis and reflection for every citation			

FEQD

Presentations

Presentations

Think of the R.O.P.E. presentations 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 an additional component of the ROPE process demonstrating his or her proficiency in each academic area.

Earning proficient scores on each presentation is required for graduation.

Presentations will be part of the Speech Class final grade during second semester of the senior year.

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.
- A calendar for 3rd quarter will be established with presentations and dates for each senior. This calendar will also be shared with the home group teacher.
- 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 the content expert allows these. Be organized-- don't skip around.
- Grade may be lowered if you miss your scheduled presentation date without prior notification to the content evaluator.
- Two or more missed presentations will require a conference with the content evaluator, home group teacher, and administration.

3. How to present:

- Demonstrate skills learned in 2nd semester Speech class
- Refer to the specific content rubric for each presentation.

English Presentation for R.O.P.E

Part I - 10% of grade - Presentation of Portfolio and thesis paper

Part II - 90% of grade - Completion of two expository essays:

- *Essay A* - One "take home" essay assignment
- *Essay B* - One "on site" essay assignment

Make sure to bring your R.O.P.E Portfolio and Thesis Paper to the English Presentation (research paper).

English Presentation Part I

Portfolio and Thesis (10% of total grade):

- Hand in your ROPE Portfolio and it will be assessed as you complete **Essay B**, in Part II of the English Presentation.
- The "student's writing abilities with multiple examples" will be assessed along with the "original intellectual argument... gleaned from multiple reliable sources" from the thesis.
- The binder and thesis will be returned by the end of the presentation

English Presentation Part II

Essay A/B (90% of total grade):

Students will complete two essays:

Essay A

(40 points) has a one week deadline, so it is assigned seven days prior to the student's English Presentation calendar appointment:

- S t u d e n t s will report to _____ one week prior to the English Presentation, receive the writing prompt, and hand in the final draft with the ROPE binder at the English Presentation.
- The writing prompt will address "the importance of literature in society" and "a minimum of two influential books" will need to be a part of the support for a chance at full credit and mastery level.

Essay B

(50 points) - Completed "on-site" during the student's English Presentation:

- This prompt will address the value/importance of high level writing and showcase not only writing skill, but also the understanding the student has gained over his/her educational career.
- The essay will be typed or handwritten (student's choice) on site.
- For both essays, the thesis statement is of the utmost importance and acceptable essays will have a full intro, body, and conclusion.

The Rubric

(Copies available upon request)

5 - Mastery Writing Skill - 100%

4 - Proficient - 85%

3 - Serviceable - 75%

2 - Basic - 65% (revision needed)

1 - Unacceptable - 55% (Complete make-up needed)

- Your content (thesis/details), organization, voice, sentence fluency, diction (word choice), syntax (phrasing), and control of the language (grammar) are all the elements (or traits) that will be assessed. [District Six-Trait Writing Rubric].

**R.O.P.E. English Presentation Rubric and
Scoring Guidelines Essay A:**

[Add Six-Traits Scores Together for Total Score]

<u>Writing Skill Level:</u>	<u>Score:</u>
Mastery (100% – 94%)	30 – 27
Proficient (92% - 88%)	26 – 24
Serviceable (86% - 76%)	23 – 18
Basic (74% - 68%)	17 – 14

Unacceptable (66% - 0%)

13 – 6

- In order to attain Mastery writing skill level, students must earned a score of “5” for two of the three Anchor Traits.
- In order to attain Proficient writing skill level, students must earned a score of “4” for all three Anchor Traits.
- Receiving a score of “Basic” may require revision in order to reach “Serviceable” and fulfill the requirements of the presentation.

Anchor Traits

Idea Development

Minor Traits

Word Choice Organization
Sentence Fluency Voice
Conventions

A detailed rubric is attached and students will need to schedule a make up for any essay that is scored as “Unacceptable.”

Professional 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:

Professional Dress.

For the Professional Proficiency interview we would like you to dress as if you were going to be interviewing for a job or a college you are trying to get acceptance into. Also, during this interview we would like **ALL CELLULAR DEVICES** put away for this presentation. Also, this presentation will **NOT** require the presence of a ROPE Junior. We would like you to bring the following to your interview:

- **Bring along a written copy of your resume.**
- **Bring along an acceptance letter or printed email to show post-secondary plans.**

The following is what is expected for professional dress:

For Men: A nice sweater or collared shirt with or without a tie; a polo shirt worn with nice slacks. Khaki slacks or dress slacks, dress socks, belts, and shoes (closed toe shoes) Shirts should always be tucked in. Sparse cologne and manicured nails. If you have any questions about attire consult a teacher.

For Women: Dress slacks or knee length skirt with a blouse or modest top, dress shoes, limited jewelry, neat, professional hairstyle, tan or light hosiery, sparse makeup and perfume, manicured nails. If you have any questions regarding attire consult a teacher.

What you should avoid: Denim jeans, bling/shiny/lacy fabric, sequins, skinny pants, shorts, tight skirts, skirts shorter than knee length, low cut and sleeveless blouses/dress, large jewelry, bulky purse, sandals, wedges, and heels greater than 2.5 inches.

Part II:

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

- Budgeting of the student's income vs. expenditures (information found in Personal Finance or Economics classes)

- 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) (information found in Personal Finance class)
- Knowing all the avenues to obtain college money, that is, scholarships and student loans (e.g., FAFSA, school counselor, individual university financial aid departments) (information found in counseling office)
- 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 (information found in Personal Finance or Introduction to Business classes)
- The importance of beginning to save early for emergencies and retirement, including the benefits of compounded interest (information found in Personal Finance class)
- 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)
- How to calculate a 20% tip, at least approximately, without a calculator & How to calculate sales tax and discount percentages to determine the final price of an item (information found in Personal Finance class)

(Starting with the class of 2019)

PART III:

Of the following 8 Soft Skills choose one and orally present (3-5 minutes) to the teacher(s) how you have accomplished this soft skill with the time you have spent at Walden. (evidence to show soft skill can include a written paper, a PowerPoint, a video, etc.) <https://www.jagranjosh.com/articles/8-soft-skills-every-college-student-should-possess-1496142332-1> (See Link for Additional information on soft skills).

1. Teamwork
2. Problem Solving
3. Leadership
4. Interpersonal Skills
5. Creativity
6. Time Management
7. Critical Thinking
8. Adaptability

Humanities and Citizenship (oral and written)

This section was designed to allow for legitimate diversity of objectives in the breadth and depth of content and context. It meets RUSD requirements and Wisconsin Common Core Standards for college and career readiness.

Students will provide a typed outline of their presentation for this portion of ROPE to the content area facilitator one week prior to the scheduled presentation, present their ROPE portfolio, and bring another student to their presentation.

The six components of humanities and citizenship are:

Ethics, Multi-Cultural Awareness, World Language, Technology, Community Service & Employment, and Autobiography.

> Ethics (oral)

In this section, the senior will demonstrate their understanding by discussing the following:

- What are ethics? What are morals? What role does ethics play in life? How are judgments made about right and wrong?
- You will explain your ethical code and compare it to the standards of society.
- How does your ethical code affect your behavior?
- How does your ethical code affect your interaction with others?
- You will explain how to deal with the concepts of “right” vs. “wrong” and “good” vs. “evil” in making choices.
- Be prepared to apply ethics to a given situation. A potential resource for preparation is the television program ***What Would You Do?*** with John Quiñones.

> Multi-Cultural Awareness (oral and written)

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

- What is culture by definition?
- What you know about your own culture?
- How are you aware that the United States is a multicultural society, including problems, benefits and implications?
- 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.

> World Language (oral or written)

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

- What their experience is with a World Language.
- Discuss what is meant by the term “global society”?
- Why you feel whether or not students should be required to take at least 3 years of a World Language?
- What does the research show about the benefits of taking World Language?

The senior could show proficiency by using what you have done in a class. As an example, World Language or Library Science students are required to do a PowerPoint report. So, you could use this toward your requirement.

Or,

The senior will be exempt from the World Language portion of the Humanities presentation, if they have taken at least three (3) years of a language.

> Technology (oral and written)

In this section, the senior will demonstrate in some way that, *at the minimum*:

- You should be able to do a PowerPoint or presentation in Google Drive.
- You should be able to do a basic spreadsheet.

Or,

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

- You have earned ½ credit in a Virtual Learning course during your high school experience.
- You have created and used Google Drive for a project in any subject area.
- Discuss the proper (ethical) use of computers (digital citizenship).

Community Service & Employment (oral and written)

In this section, the senior will demonstrate their understanding of work ethic and responsibility; they will show some understanding of their role in this aspect of functioning in society.

- A minimum of two letters of recommendation are required (see Appendix).
- Include a written log of the volunteer hours.
- Reflect on the skills and values acquired.

Autobiography (oral and written)

In this section, the senior will demonstrate with considerable reflection on their personal and professional growth and how those experiences have prepared them for life (college, career, etc.).

- The primary purpose of the autobiography is to allow you to examine your life, education, friends, personal responsibilities, and social and work skills are all part of this introspection.
- Most people never take the time to do this type of “self-portrait”. ROPE asks each student to examine his/her strengths and weaknesses and to offer evidence s/he is ready to become an effective, productive and responsible member of society.
- You are expected to devote considerable thought to looking at personal progress in preparing for life after high school. You will address the following questions:
 - “Who am I and where am I going?” (Not just physically ... i.e. college, technical school, armed forces, 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?” (Example: strengths and weaknesses).
 - “What are my future plans both immediate and distant?”

It is appropriate to include photos to illustrate your personal growth.

Science

Timeline

Phase I 8th grade classes and new 9th grade students Science Fair Project – only for 2018/2019

1st quarter

Pick a science problem – approved by teacher
Start research (paper) in order to write a hypothesis and design an experiment.

2nd quarter

Finish research paper corrections if needed
Write Hypothesis
Design experiment – get the design approved
Start experiment

3rd quarter

Finish experiment
Write up experiment, turn in write up – Approved or returned for more work

4th quarter

Final validation of experiment
Present at science fair in late April or May.

Phase II Junior year

11th grade students peer review science fair project Chem/AP Bio/Physics teacher conducts a Peer Review

In assigned groups of three or four students, the teacher facilitates a peer review – a critique.

The peer review and self-review will be based on NGSS Science Standards rubric located in this folder and dialogue with the owner of the experiment. The student must be proficient in all the categories of the rubric.

If teacher agrees with the self and peer review results, student performance level will be updated in Infinite Campus.

If teacher disagrees with the self and peer review results, student performance level will be updated in Infinite Campus as the science project is revised per teacher, peer, and self-evaluation information.

Fine Arts (Oral)

As part of the education experience at Walden III, students take a minimum of four Fine Arts classes. In alignment with the national Arts Standards, 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. VA: Cn10.1.1a A student should display an understanding of the vocabulary and techniques within their artistic expertise. Finally, a student will 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. VA:Pr4.1.IIIa Display a working knowledge of fine arts vocabulary by evaluating and describing a work of his/her own.
VA:Pr4.1.IIa Apply the concept of aesthetics as it applies to his/her own work or performance.

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 one's own).

Throughout the art classes a student takes at Walden, they will document their artistic endeavors in some type of online presentation. This presentation will be shared with the Art department electronically. This presentation will analyze the art works, steps, challenges, knowledge and personal experiences the student was involved in throughout the art making process. (Anchor Standard #4)

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. (Anchor standard #10)

Students will:Display an understanding of the specific vocabulary, tools of the medium,techniques and processes involved in their chosen work. VA:Cr1.2.IIa
Display an understanding of the specific qualities to evaluate/compare/judge/display different works of art.

VA:Cr2.1.IIa Express an understanding of the emotional and intellectual intentionspresented in the artist's work.

VA:Cr2.1.IIIa

Fine Arts Notes:

Fine Arts Night- Music - Rite of Passage Experience:
Performance Expectations

Requirements

The Fine Arts night is to demonstrate the acquisition of 4 years of musical skill acquired while at Walden. You must complete the following criteria, and you may add in a few additional criteria if you'd like.

- A minimum of 2 pieces of music to be performed:

1 piece must meet the following requirement:

- If you have performed in an ensemble while at Walden, at least one of these pieces must be representative of the group you were a part of. For example:
 - If you were in the orchestra, one piece must be on an orchestra instrument
 - If you were in choir, one piece must be a vocal piece.
 - If you were in band, one piece must be on the instrument you played in the band.
 - *If you have participated in the WSMA solo and ensemble competition, the piece you prepared for competition can stand in for one of the pieces this evening *if you choose*.

1 piece can allow for more individual creativity, composition, etc.

- If you'd like to play a different instrument, sing, perform an original work, or perform in a group, this is where you can do it.
- If you are going to be performing on the same instrument as the first piece, you must play a piece of CONTRASTING STYLE.
 - If you played something fast, now you must play something slow

You must write and present program notes for both of the pieces you will be performing

Program notes are a 1-2 paragraph summary of details regarding the piece of music to be performed including:

- Composer
- Arranger
- History/performance history
- Time Period
- Geographic location
- Compositional technique (key signature, time signature, use of accidentals, etc)
- Interesting aspects of the piece
- Any additional information you think would be useful to the listener
 - Specifics about this performance that may differ from the original

- “Eleanor Rigby was one of the first rock and roll pieces to use a string octet in the recording. We will be using a string quartet in this performance instead, with a ukelele doubling the second violin part”

If YOU have composed the piece that you are performing, please give us as much information as you can in the program notes regarding your composition.

You must write a musical biography of yourself to appear in the program. 1-2 paragraphs on how you started, how you've continued, what groups you're in, awards you've won, what you plan to do with music in the future, and any other fun musical information about yourself.

Social Studies

The purpose of this area is for the R.O.P.E. candidate to show an in depth understanding of the courses they have successfully completed. The Social Studies presentation will demonstrate mastery of an important topic or theme from any one of the courses. Topics or themes should be considered crucial knowledge for an educated citizen. The student will show how that theme fits in the overall study within Social Studies. Social Studies include: U.S. History, World History, Geography, Psychology, Economics, Government and Sociology. There are two components to the Social Studies portion: a presentation and a reflective paper incorporating student work examples.

Part I: The Presentation

The Topic:

The topic should be an investigation of some sort of important question, problem or theme. It should be broad enough to be easily tied into large currents, 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 Economics of the United States." Topics considered too narrow might be any biography of an obscure person or singular event (like a battle or a movement) 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 class at Walden or elsewhere. The topic 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 Social Studies teacher responsible for the R.O.P.E. presentations. This process should be completed by the end of the 2nd quarter, and agreed to in writing. Each Social Studies teacher will be responsible for a portion of the presentations of the graduating class. This will be determined during 2nd Quarter.

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 teacher in charge of that presentation.

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 with visuals based on the topic. Additional accommodations may be made on an individual bases.

In addition, The R.O.P.E. candidate should be prepared for a ten to fifteen minute “defense” of their research and presentation. This is sometimes referred to as a rebuttal in other papers. The 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 the world. Candidate should also be able to compare and contrast their topic with other similar topics within the social sciences.

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 the Social Sciences, 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 (5 source minimum). Sources should be vetted for respectable academic rigor and veracity (no over reliance on one or two sources, no “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 Social Science section of the R.O.P.E. presentation will meet one or more of the State of Wisconsin Social Studies Performance Standards for Grade Twelve. A complete list of the Wisconsin Social Studies Standards can be found at: www.standards.dpi.wigov/stn_ss12

Part II: The Portfolio

- Bring completed portfolio to the presentation and be prepared to present your artifact and reflection paper.
- Bring 1-2 additional artifacts to show progress and growth in Social Studies.
-

Students exempt from presentation portion, They MUST still write reflective paper and set up a presentation time to discuss:

Students that have received college credit for any Social Science course, this includes: a score of 3 or better on any Social Science AP exam.

Presentation Rubric

	4	3	2	1
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<p>Historical Context</p> <p>_____ X 3= _____</p>	<p>Candidate has chosen a topic or theme and shown its importance and interconnectedness. Purpose is clear and easy to follow. Student can independently explain all findings.</p>	<p>Organization is present, interconnectedness is present, but might have some inaccuracies that can still be discussed further by the student.</p>	<p>The content is generally accurate, but one piece of information is clearly flawed or inaccurate. Some sources may not be documented correctly.</p>	<p>Content is typically confusing or contains more than one factual error.</p>
<p>Presentation</p> <p>_____ X 3= _____</p>	<p>Presentation lasted longer than 10 minutes, but not more than 15. Student could be heard by all in audience, speaks fluently and uses notes sparingly. The presenter is confident and shows interest and enthusiasm.</p>	<p>Presentation lasted longer than 10 minutes. Student could be heard by all in the audience and uses their notes sparingly.</p>	<p>Presentation is not 10 minutes in length but is close. Student might rely on notes or sound unsure at times.</p>	<p>Presentation is not clear, less than required time, and or inaccuracies can be found that detract from topic or theme.</p>
<p>Visuals</p> <p>_____</p>	<p>Text, Pictures, Graphics can be easily seen from 10ft away. All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.</p>	<p>Some text or graphics are difficult to see, all are still related to the topic and all still have source citations.</p>	<p>Some may not have proper citations and or be difficult to see.</p>	<p>Visuals are present, not properly cited.</p>
<p>Rebuttal/Defense</p> <p>_____ X 3= _____</p>	<p>Candidate was prepared for ten minutes of "defense" by the teacher and any other R.O.P.E. committee member</p>	<p>Candidate had some notes, but may not have been prepared for all questions from the</p>	<p>Candidate was able to answer most questions from the</p>	<p>Candidate was unable to answer most questions</p>

	present.	committee.	committee members, but did not have any notes prepared.	from the committee.
Grammar, Spelling and Punctuation	There are no grammatical or mechanical mistakes.	There are 1-2 grammatical or mechanical mistakes.	There are 3-4 mistakes	More than 4 mistakes.
Requirements: Length, pre-meeting, meeting _____	Candidate met with teacher during 2 nd quarter to discuss topic and sign up for presentation. Candidate provided presentation to teacher a minimum of one week prior to presentation.	Candidate met with teacher during 2 nd quarter to discuss topic and sign up for presentation. Candidate may have changed date or submitted presentation late to teacher.	Candidate met with teacher during 2 nd quarter to discuss topics and sign up for presentation. The student may have had to set up a second meeting prior to signing up for a presentation date, submitted late, or changed dates more than once.	Many date changes, not signed up by 3 rd quarter.
Works Cited _____	Minimum 5 sources (2 of which are books), MLA format, variety of viewpoints, from respectable academic sites, texts, and or journals.	5 sources, 2 books, MLA format. Some of the works may be from questionable background.	5 sources, 1 book, MLA format. Some of the works may be	Less than 5 sources or no books.

			questionable.	
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Total _____ Pass=31/52

Reflective Essay Writing Rubric: ALL students to complete during ROPE

Skills	4	3	2	1
Depth of Reflection ____ x 3 = _____	Candidate reflects upon 3 years of social studies or a minimum of 4 courses taken. They demonstrate a thoughtful understanding of their growth as a citizen of the world.	Candidate reflects upon 3 years of social studies. They demonstrate a thoughtful understanding of their growth as a citizen of the world.	Candidate reflects upon multiple years and has an understanding of their growth.	Candidate demonstrates a limited understanding of the assignment. This reflection needs revision.
Use of Textual Evidence, Historical Context, Examples from Students work ____ x 3 = _____	Candidate uses specific and convincing examples from their past studies and has included artifacts to support their growth.	Candidate uses examples that support their claims of growth. They make applicable connections between their evidence pieces.	Candidate uses examples that may or may not be present or support their claims.	May be incomplete or vaguely developed. Examples to only partially support claims with no connections made.

Language Use _____	Candidate uses stylistically sophisticated language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence structure.	Candidate uses language that is fluent and original, with evident sense of voice, awareness of audience and purpose. There is varied sentence structure.	Basic but appropriate, aware of audience and purpose, little attempt to vary sentence structure.	Language is unsuitable for the audience and purpose, with little or no awareness of sentence structure.
Conventions _____	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.	Demonstrates control of the conventions, exhibiting occasional errors only when using sophisticated language.	Demonstrate partial control of the conventions exhibiting occasional errors that do not hinder comprehension.	Demonstrates limited control of the conventions, exhibiting frequent errors that makes comprehension difficult, if not impossible

Total _____ Pass=18/30

Reading

Before scheduling your presentation date for your Rope Reading Presentation you must have your Reading List approved you will receive an email back with approval of your list or receive instructions to select other appropriate high school books to read and substitute.

Packet Directions and Other Notes: You must deliver your “packet” to both teachers mailbox the Friday before your presentation to be considered “fully prepared”. If you are not fully prepared for your presentation your overall presentation grade may suffer and/ or you may be asked to reschedule your presentation. The “packet” includes your annotated bibliography, your reflective essay and the name of your R.O.P.E. Junior. Please use the attached forms as a cover page to that packet. If you must change your date for any non-emergency reason you must do so a full 2 weeks prior to your scheduled presentation date. You may not miss your presentation date/time for any district non-excused reason.

Part 1: Annotated Bibliography approx. 10 minutes

****Note**** For students graduating in 2018 or subsequent years, if you can prove you received a 22 or higher on your ACT Reading Score you will have the option to be exempt from Part 1 of this presentation as you have already proven mastery for this portion of the presentation. Evaluators may still ask you to talk about the themes or messages of 3-4 of their books. Students will still need to include the Annotated Bibliography in the packet for the presentation; student will also need proof of the ACT score for exemption.

Part 1: For part 1 of your Reading Presentation you will need to demonstrate knowledge of the 16 + books read independently during your high school experience. If you have gone above and beyond and included more than 16 books, which is welcome and regarded highly in this presentation area, please digitally highlight prior to printing the 16 books you would like to be considered as a part of your oral presentation. As content evaluators we will ask you to speak about at least 3-4 books on your list, of our choosing. We will expect you to reveal the following information:

- Genre

1 or 2 word description (see the genre list included at the end) - Brief summary

2-3 minute description - Theme (What message is the author trying to convey?)

1-3 sentence description - Author’s full name

Reminder that these books listed in your annotated bibliography should not be books that you read as a group or in an English class (ex. Romeo and Juliet). Your list should be in alphabetical order by the author’s last name. Your list should begin with an MLA citation for each book followed by an indented minimum 5 sentence brief summary of the book. If your Annotated Bibliography does not meet these expectations your presentation may be canceled until the appropriate changes are made.

“Advanced”

Quality work is an annotated book list that is in correct form as outlined above and in the R.O.P.E. booklet and has 16 + appropriate books. Your descriptions of the summary and theme are brief but accurate and detailed. The genre and author names are accurate. You are able to give all information about all books. Previously designated ROPE junior is present and all packet directions are followed.

“Proficient”

Quality work is an annotated book list that is in correct form as outlined above and in the R.O.P.E. booklet and has 16 + appropriate books. Your descriptions of the summary and theme are brief and mostly accurate and somewhat detailed. The genre and author names are accurate most of the time. You are able to give all information about most books. ROPE junior is present and all packet directions are followed.

“Developing”

Quality work is an annotated book list that is in correct form as outlined above and in the R.O.P.E. booklet and has 16 + appropriate books. Your descriptions of the summary and theme are brief and sometimes accurate but may not be detailed. Student may ramble due to the fact he/she does not fully remember the book. The genre and author names are accurate some of the time. You are able to give most information about most books. Previously designated ROPE junior is not present (not due to excused absence) and all packet directions are followed. **REQUIRES REVISION.**

“Beginning”

Quality work is an annotated book list that is in mostly correct form as outlined above and in the R.O.P.E. booklet and has 16 appropriate books. Your descriptions of the summary and theme are too brief and/or incomplete; they are occasionally accurate but most of the time not and lack supporting details. The genre and author names are inaccurate or unknown part of the time. You are able to give some information about most books. Presentation shows little preparation. Previously designated ROPE junior is not present (not due to excused absence) and/or some packet directions are not followed. **REQUIRES REVISION.**

“Unacceptable”

Work is an annotated book list that is in incorrect form as outlined above and in the R.O.P.E. booklet and/or has less than 16 appropriate books. Your descriptions of the summary and theme are too brief and/or ramble; they are often inaccurate and are not detailed. The genre and author names are inaccurate or unknown most of the time. You are able to give some information about some books. Previously designated ROPE junior is not present (not due to excused absence) and/or some packet directions are not followed. Based on the presentation you have not shown enough competent knowledge to convince evaluators of the authenticity of your performance in this content area.

Part 2: Oral Question Response Subpart A approx. 2 minutes, and Reflective Essay Subpart B approx 8 min.

Subpart A: Please explain the importance of reading in your life and the importance of reading in society. Students may speak about their personal journey through reading, concepts such as favorite books growing up, connections with family or friends with special books, when did you start/ did you start finding personal enjoyment in reading.

“Advanced”

Quality work is a response that is articulated exceptionally well with many pertinent details. Response required little to no probing for additional information.

“Proficient”

Quality work is a response that is articulated well with many pertinent details. Response required minimal probing for additional information.

“Developing”

Quality work is a response that is articulated averagely with some pertinent details. Response required some probing for additional information. **REQUIRES REVISION.**

“Beginning”

Quality work is a response that is not articulated well and has few pertinent details. Response was less than 2 minutes and was too brief to adequately respond to the full question. **REQUIRES REVISION.**

“Unacceptable”

Work is a response that is not articulated well with little to no pertinent details. Response was less than 1 minute and was too brief to adequately respond to the full question. **REQUIRES REVISION.**

Subpart B: Give a concise description of the book, recall the genre, theme and author’s full name (just like in Part 1) and talk about how it impacted you and/or society. In addition to the presentation of the book’s summary and your reflective essay, you should also be prepared and able to effectively and articulately answer questions in detail about the book and essay. In brief terms: **KNOW YOUR BOOK, KNOW YOUR ESSAY. More emphasis should be placed on how the book challenged or altered your worldview, touched you in some way or revealed an aspect of human truth rather than the summary of the book.**

“Advanced”

Quality work shows not only an in-depth and detailed knowledge of the book’s genre, theme, author’s full name and plot but also more importantly reveals your ability to present the impact the book made on you and/or society. You are able to recall and articulate this impact extremely well.

“Proficient”

Quality work shows not only a solid and detailed knowledge of the book's genre, theme, author's full name and plot but also more importantly reveals your ability to present the impact the book made on you and/or society. You are able to recall and articulate this impact well.

“Developing”

Quality work shows an average knowledge of the book's genre, theme, author's full name and plot but more importantly reveals your ability to present the impact the book made on you and/or society. You are able to recall and articulate this impact averagely.

“Beginning”

Quality work shows a lack of detailed knowledge of the book's genre, theme, author's full name and plot. Your ability to present the impact that the book made on you and/or society is below average bordering on insufficient.

“Unacceptable”

Quality work shows a severe lack of detailed knowledge of the book's genre, theme, author's full name and plot. Your ability to present the impact that the book made on you and/or society is insufficient. Based on the presentation you have not shown enough competent knowledge to convince evaluators of the authenticity of your performance in this content area.

Scoring:

After a 20 minute, 2 part presentation we will ask you to kindly wait outside while we (Amanda, Eileen and R.O.P.E. Junior) discuss your score. We will then invite you in to reveal your overall presentation score. You must have at least a proficient or advanced score on all components in order to receive an overall passing grade on the Reading Presentation.

Content Area: Reading Content Evaluator

Student Name:

Presentation Date/Time:

R.O.P.E. Junior Name:

Homegroup Teacher:

Please attach this form and check off that you have included your Annotated Bibliography and your Reflective Essay and place in Amanda's mailbox by the Friday before your presentation.

_____ I have consulted and verified my presentation time and date with my R.O.P.E. Junior. _____ I have attached my corrected Annotated Bibliography. _____ I have attached my corrected Reflected Essay.

Thank you.

 _____ Final Presentation Grade

Genres of Books

A literary genre is a category or type of literature. During your Rope Reading presentation you should be prepared to state the genre of the books that are on your Rope list. If you have any questions, see Eileen before your presentation.

Common Genres of Fiction Books

Fantasy Science Fiction Historical Fiction

Horror Suspense Adventure

Multi-Cultural Mystery Romance

War Sports Supernatural

Realistic Coming of Age Graphic Novel

Animal Story Classic Environment

Drama Humor Western

Poetry Short Story Play

Religious Mythology Spiritual

Common Genres of Non-Fiction Books

Narrative Non-fiction Non-fiction informational text

Biography Auto-Biography

Memoir Self-help

Spiritual Growth Essay

Rope Reading List Competency Requirements

Per the Common Core Standards for English Language Arts By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Students must independently read 16 high school appropriate books in high school. Do not include any books read in middle school. Books must be a minimum of one hundred pages and high school level text. Some books such as “The Hunger Games” may qualify as both middle and high school. Characters in the books selected should be fourteen and older.

All books on the ROPE recommended reading list qualify unless read as a group in English class. One book from this list is mandatory. See the school librarian to get the Rope recommended list. Multiple copies of Rope recommended books and reading logs to keep track of your Rope books are located in the Walden School Library. Your school librarian can also print a list of all library books you have checked out during high school.

BOOK REQUIREMENTS 3 Non-fiction, such as Biography/Auto-Biography/ Memoir/Narrative/or other non-fiction 1 Rope Recommended book from the Rope Recommended Reading List 1 Classic 1 Multi-Cultural or Historical Fiction 1 Science Fiction or Fantasy 1 Mystery or Horror Total of 8 books with specific requirements 8 books are student choice 16 books total required For variety your list must include at least 5 different authors. Only 8 books are allowed on the list that have movies made of them. Be prepared to explain the differences between the book and movie for any film released in the last decade. One graphic novel (high school level) is accepted but not mandatory. One novel written in a foreign language (high school level) is accepted but not mandatory. Plays are accepted (can be less than 100 pages). Books that Walden students read and discuss as a group and that are part of the English curriculum. (EX: in English class) are not accepted as part of the 16 minimum books. If 25% of a book is taught in a Walden English class it cannot be included on the reading list.

R.O.P.E. Reading Record

Start recording the books you read outside of class in your freshman year. Save this R.O.P.E. Reading Record in a file at home. And add to it as you complete books. This way, you will be ready when you start your R.O.P.E. course at the beginning of your senior year.

Sample of a Bibliography or Works Cited entry: O'Neill, Eugene. *The Iceman Cometh*. New York. Random House, 1946.

Book Title:

Author(s):

Publisher:

City of Publication:

Year of Publication:

Short Summary:

Mathematics

Students will demonstrate their proficiency in mathematics through the Early Mathematics Placement Test (EMPT). The EMPT is a shortened version of the University of Wisconsin Mathematics Placement Test. Students will receive a score, which determines where their current level of preparation would place them in mathematics courses at University of Wisconsin System campuses or in the Wisconsin Technical College System.

Students will take the EMPT in May of their junior year. Since the expectation at Walden is for all students to “*graduate and be prepared to attend a postsecondary institution of higher learning,*” students who receive a score of C1 or higher, which is equivalent to placement in a college level mathematics course, will receive a passing score for the mathematics portion of R.O.P.E.

Students who do not pass in May of their junior year will be encouraged to take advantage of online relearning opportunities such as Khan Academy <https://www.khanacademy.org/> or Purple Math www.purplemath.com over the summer hiatus. ACT preparation books and courses are also helpful. Students will then be given an opportunity to retake the EMPT in the fall of their senior year.

Students who do not pass in the fall of their senior year will receive support and instruction during 3B and retake the test in the spring of their senior year.

Physical Education/Health

Students must present a Power Point, video, or demonstration on 1 choice from both P.E. and Health based on the state standards.

Physical Education

- Skill development of a specified sport- demonstrating proper mechanics/skills needed and a description of the importance.
- Apply and analyze the scientific principles of biomechanics of a particular sport.
- Select a current debate occurring in professional or college level sports, choose a side and present your argument (s).
- Other demonstrations with prior evaluator approval.

Health

- Cognitive understanding of a conditioning program for a lifetime of physical activity such as a 1-week minimum activity and nutrition log with a reflection component.
- Demonstrate skills, knowledge, and interests to lead a healthy lifestyle such as:
 1. Monitoring activity through a device including a reflective piece on the effectiveness of using such devices
 2. Set goals for a physically active lifestyle discussing current strengths and weakness
 3. Discuss the effects of age, gender, socioeconomic status, genetics and culture related to individual health and current trends.
- Select a current health issue occurring in the United States and present the problem, why it is occurring, and possible solutions.
- Other health topics with prior evaluator approval.

Demonstration Rubric

Communication and Design Clarity	4	3	2	1
Visual Clarity	Tutorial design is clear and visually consistent throughout.	Tutorial is generally clear and visually consistent.	Tutorial often lacks visual clarity or consistency.	Tutorial lacks any visual or clear consistency.
Informational clarity	Information is presented in a clear, concise manner throughout.	Presentation of information is generally clear and concise, but some improvements can be made.	Presentation of information often clarity and conciseness.	Presentation of information is not clear.

Appendix:

Multicultural Awareness Terms

A Sample Resume

Letter of Recommendation

Service and Citizenship

Community Service Verification Form

Effective Writing Traits

Annotated Bibliography Example

Examples of high quality artifacts- this is not a comprehensive list, as long as you can defend your choice in the reflection paper to demonstrate proficiency and growth your choice will be sufficient. These artifacts should be items you are proud of:

- English/Language Arts: Essay, literary analysis, research paper, portfolio, response to literature
- Social Studies: civics exam, financial literacy from econ, history paper including maps, or projects
- Science: CER
- Fine Arts: any project, photos of completed art, solo & ensemble, musical or acting demonstrations with evaluations
- PE/ Health: health presentation, Varsity Letter, dance recital
- Math: summative assessment, Geometry project, ALEKS report to demonstrate growth

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. overhead.
- 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
- Theatre/ Music

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>

Volunteer Center of Racine
6216 Washington Avenue
Racine, WI 53405



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.