

# Mount Tahoma High School

**Guide to**

*Culminating Project  
and*

*High School & Beyond Plan*



Dear Parents/Guardians and Students,

The purpose of this handbook is to provide an overview of the process at Mount Tahoma in which a student will be able to accomplish meeting the new state requirements for graduation.

At Mount Tahoma High School, students are required to attend T-BIRD FUTURES. This course is designed to facilitate and monitor a student's progress towards the completion of the Culminating Project and the High School & Beyond Plan. The content is grade level appropriate and follows, to some degree, the Washington State recommended Navigation 101 curriculum.

Important and essential components of the FUTURES class include; a FUTURES Teacher mentor, the Career Cruising Program, the Student Led Conferences, an Academic and Career Portfolio, and a sequenced curriculum that guides a student to the successful completion of all graduation requirements. This booklet outlines how these components work together to ensure that a student will have every opportunity to complete all diploma requirements and plan for their future success after graduation.

Please take time to review this handbook.

Sincerely,

The Mount Tahoma Staff and Administration

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# I. MOUNT TAHOMA'S PATH TO MEETING THE NEW STATE REQUIREMENTS

## MOUNT TAHOMA HIGH SCHOOL

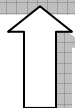
*All Washington public school students who graduate from high school in 2008 and beyond must, in addition to any local graduation requirements, fulfill the following statewide graduation requirements:*

- ◆ Create a **High School and Beyond Plan** that outlines how they will use high school to earn their diploma and prepare for their steps immediately after high school.
- ◆ Complete a **Culminating Project**
- ◆ Pass a minimum of 23 credits for Tacoma Public Schools
- ◆ Earn a Certificate of Academic Achievement or, for some students in special education programs, a Certificate of Individual Achievement.

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION  
<http://www.k12.wa.us/graduationrequirements/gradrequirements.aspx>  
<http://www.k12.wa.us/graduationrequirements/hsbeyond.aspx>  
<http://www.k12.wa.us/graduationrequirements/culminatingprojects/default.aspx>



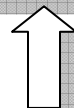
## CULMINATING PROJECT HIGH SCHOOL & BEYOND PLAN



### STUDENT LED CONFERENCES

Portfolio Presentation 9<sup>th</sup> -11<sup>th</sup> grade  
Final Presentation 12<sup>th</sup> grade

An opportunity for every student to demonstrate that they can think analytically, logically, and creatively, and can integrate experiences and knowledge to form reasoned judgments and solve problems.



### MASTER PORTFOLIO

High School & Beyond Plan  
90 % Career Cruising  
Best Works: 12 Examples  
Student as a Learner  
Student as a Planner  
Student as a Citizen  
Student as a Worker

Major Research Paper

## II. MOUNT TAHOMA'S PATH DEFINED

### 1. THE T-BIRD FUTURES COURSE

The FUTURES course can be defined as an ongoing advisory that has specific dates of required attendance built into the school year. This course based on the Navigation 101 model defines specific skills and a specific body of knowledge that every student needs to master in order to take charge of his or her own education, career, and life. This curriculum is highly recommended by the Office of the Superintendent of Public Instruction. It provides strategic lessons that enable students to earn a high school diploma and graduate with a plan for their future career pursuits.

Throughout the school year students meet approximately two times each month in a small group setting. During this FUTURES time students will be given the tools to complete both their Culminating Project and the High School & Beyond Plan.

### 2. ROLE OF THE FUTURES TEACHER

The role of the FUTURES teacher is to help guide students through the curriculum that will enable them to ultimately meet all state requirements for diploma status. Each student at Mount Tahoma will be provided with an ongoing, personal relationship with an adult that lasts throughout the four years of high school.

### 3. MOUNT TAHOMA'S CULMINATING PROJECT DEFINED

Beginning with the graduating Class of 2008 students must complete a Culminating Project. Mount Tahoma's **CULMINATING PROJECT** includes: the Master Portfolio and the Student Led Conferences.

During their four years of high school Mount Tahoma High School students will be required to satisfactorily complete an Academic and Career portfolio in order to graduate. Each year the portfolio will be compiled through the curriculum offered in the FUTURES course, then presented at the Student Led Conferences.

### 4. MOUNT TAHOMA'S HIGH SCHOOL & BEYOND PLAN DEFINED

Beginning with the graduating Class of 2008 students must complete the High School & Beyond Plan. Mount Tahoma's **HIGH SCHOOL & BEYOND PLAN** includes student completion of 90% of the Career Cruising Program (see pg. 3 components) and the final Presentation, spring of student's senior year.

Throughout all four years of high school students will continue to develop their personal statement or personal story. This will include their individual interests, learning styles, their goals, academic and career plans. Each year they will update their personal statement describing their high school journey and their plan for exploring their future career interests.

### III. COMPONENTS: CULMINATING PROJECT

#### 1. MASTER PORTFOLIO: REQUIREMENTS PER GRADE LEVEL

| FRESHMAN YEAR   | SOPHOMORE YEAR   | JUNIOR YEAR   | SENIOR YEAR  |
|---|--|---|--|
| Portfolio Components  | Portfolio Components   | Portfolio Components  | Portfolio Components   |
| <b>Personal Statement</b><br><b>Best Works</b><br>(Evidence of Learning) <ul style="list-style-type: none"> <li>• Minimum 3 Examples</li> <li>• Teacher Cover/Reflection</li> </ul> <b>Student as a Learner</b> <ul style="list-style-type: none"> <li>• Progress reports</li> <li>• Transcripts</li> <li>• Student reflections</li> </ul> <b>Student as a Planner</b> <ul style="list-style-type: none"> <li>• Goal setting</li> <li>• 5 year academic plan</li> <li>• Course Selection</li> </ul> <b>Student as a Citizen</b> <ul style="list-style-type: none"> <li>• Awards</li> <li>• Activities</li> <li>• Volunteer</li> </ul> <b>Student as a Worker</b> <ul style="list-style-type: none"> <li>• Attendance</li> </ul> | <b>Personal Statement</b><br><b>Best Works</b><br>(Evidence of Learning) <ul style="list-style-type: none"> <li>• Minimum total of 6 Examples</li> <li>• Teacher Cover/Reflection</li> </ul> <b>Student as a Learner</b> <ul style="list-style-type: none"> <li>• Progress reports</li> <li>• Transcripts</li> <li>• Student reflections</li> </ul> <b>Student as a Planner</b> <ul style="list-style-type: none"> <li>• Goal setting</li> <li>• 4 year academic plan</li> <li>• Course Selection</li> </ul> <b>Student as a Citizen</b> <ul style="list-style-type: none"> <li>• Awards</li> <li>• Activities</li> <li>• Volunteer</li> </ul> <b>Student as a Worker</b> <ul style="list-style-type: none"> <li>• Attendance</li> </ul> | <b>Personal Statement</b><br><b>Best Works</b><br>(Evidence of Learning) <ul style="list-style-type: none"> <li>• Minimum total of 9 Examples</li> <li>• Teacher Cover/Reflection</li> <li>• MAJOR Research Paper</li> </ul> <b>Student as a Learner</b> <ul style="list-style-type: none"> <li>• Progress reports</li> <li>• Transcripts</li> <li>• Credit evaluations</li> <li>• Student reflections</li> </ul> <b>Student as a Planner</b> <ul style="list-style-type: none"> <li>• Goal setting</li> <li>• 3 year academic plan</li> <li>• Course Selection</li> <li>• Budget HS*</li> </ul> <b>Student as a Citizen</b> <ul style="list-style-type: none"> <li>• Awards</li> <li>• Activities</li> <li>• Volunteer</li> </ul> <b>Student as a Worker</b> <ul style="list-style-type: none"> <li>• Resume*</li> <li>• Attendance</li> </ul> | <b>Best Works</b><br>(Evidence of Learning) <ul style="list-style-type: none"> <li>• Minimum total of 12 Examples</li> <li>• Teacher Cover/Reflection</li> <li>• MAJOR Research Paper</li> </ul> <b>Student as a Learner</b> <ul style="list-style-type: none"> <li>• Progress reports</li> <li>• Transcripts</li> <li>• Credit evaluations</li> <li>• Student reflections</li> </ul> <b>Student as a Planner</b> <ul style="list-style-type: none"> <li>• Goal setting</li> <li>• 2 year academic plan</li> <li>• Course Selection</li> <li>• Budget post HS*</li> <li>• Financial Aid*</li> </ul> <b>Student as a Citizen</b> <ul style="list-style-type: none"> <li>• Awards</li> <li>• Activities</li> <li>• Volunteer</li> </ul> <b>Student as a Worker</b> <ul style="list-style-type: none"> <li>• Work experience</li> <li>• Attendance</li> <li>• Post HS Application</li> <li>• Recommendations</li> </ul> |
| 90 % Career Cruising Components   | 90 % Career Cruising Components  | 90 % Career Cruising Components   | 90 % Career Cruising Components  |
| <b>Digital Tools or Exploring Technology</b> <ul style="list-style-type: none"> <li>• Career Matchmaker</li> <li>• Careers of Interest 3</li> <li>• Schools of Interest 2</li> <li>• Career pathway/Cluster</li> <li>• Plans &amp; Preparations 1</li> <li>• Career Plan Activities 1</li> <li>• Life &amp; Career Goals</li> </ul>   | <b>Science/Biology</b> <ul style="list-style-type: none"> <li>• Career Matchmaker</li> <li>• Careers of Interest 3</li> <li>• Schools of Interest 2</li> <li>• Career pathway/Cluster</li> <li>• Plans &amp; Preparations 2*</li> <li>• Career Plan Activities 1</li> <li>• Life &amp; Career Goals</li> </ul>   | <b>Social Studies/US History</b> <ul style="list-style-type: none"> <li>• Career Matchmaker</li> <li>• My Skills</li> <li>• Careers of Interest 2</li> <li>• Careers Selector</li> <li>• Schools of Interest 2</li> <li>• Schools Selectors</li> <li>• Plans &amp; Preparations 3</li> <li>• Career Plan Activities 2</li> <li>• Life &amp; Career Goals</li> </ul>   | <b>English</b> <ul style="list-style-type: none"> <li>• Career Matchmaker</li> <li>• My Skills</li> <li>• Careers of Interest 2</li> <li>• Careers Selector</li> <li>• Schools of Interest 2</li> <li>• Schools Selectors</li> <li>• Plans &amp; Preparations 4</li> <li>• Career Plan Activities 2</li> <li>• Life &amp; Career Goals</li> </ul>  |
|   |  |   | <b>High School &amp; Beyond Plan</b>   |
| * Addition to Curriculum  |  |   | • Personal Statement   |

## **2. MASTER PORTFOLIO: BEST WORKS and FINAL RESEARCH PAPER**

### **BEST WORKS:**

As part of the Culminating Project requirement each student will place in the portfolio samples of their BEST WORK during their four years at Mount Tahoma. BEST WORKS are pieces of work students have completed in a variety of settings and/or classes. Students will complete the BEST WORKS REFLECTION form using the prompts to explain why they think the work is “portfolio worthy.” Students will submit a minimum of three per year, with a minimum of twelve (12) total submissions by senior year final presentation. Students will learn through their T-BIRD FUTURE course how their BEST WORK reflects the Washington State Learning Goals. Teachers will also help identify works that may be submitted.

**Each year students will select a minimum of 3 “Best Works” from the following list. (One of the choices must be either an expository or persuasive essay)**

- Persuasive essay
- Expository essay
- Math test and/or project
- Science lab or project and presentation
- A performance & or project from Health/PE
- A performance & or project in Art/Music/ or CTE

### **FINAL RESEARCH PAPER:**

By the time a student has reached junior or senior status he/she may submit the FINAL RESEARCH PAPER. This paper includes the following criteria:

- Must be completed sometime during 11<sup>th</sup> – 12<sup>th</sup> grade.
- Research ANY topic. Examples will be given in FUTURES CLASS.
- Must follow MLA formatting as prescribed in Writing Handbook.  
(Writing Lab in library)
- Minimum of 5 references. Maximum of 2 websites.
- 5 page minimum requirement for body/text of paper. Title page, reference page, appendix are not included in the 5 page count.  
Appendix will contain any pictures/graphs and must be cited.
- Student may choose to expand any teacher course paper requirements to meet Major Research Paper requirements.

### 3. STUDENT GUIDE: BEST WORKS and FINAL RESEARCH PAPER

|   |  |
|---|--|
| <p><b>BEST WORKS</b></p>                    | <p>Each year students will select a minimum of <b>THREE</b> “Best Works”<br/> <u>(Minimum of ONE per year)</u><br/>           Persuasive essay OR Expository essay<br/> <u>(Minimum of TWO per year)</u><br/>           Math test and/or project<br/>           Science lab or project and presentation<br/>           A performance &amp; or project from Health/PE<br/>           A performance &amp; or project in Art/Music/ or CTE</p>  |
| <p><b>HOW TO SELECT BEST WORK</b></p>       | <ul style="list-style-type: none"> <li>⇒ Students may choose a BEST WORK from a teacher generated list, specific papers, projects, and presentation/performances. Teachers will identify papers, projects, and presentations/performances from their respective course curriculum. Teachers are encouraged to identify on their syllabus the list of projects, papers, and presentations/performances that are already included in the curriculum as a potential BEST WORK.</li> <li>⇒ Students may request that a paper, project, and/or presentation/performance be accepted by a teacher in one of their courses for a BEST WORK.</li> </ul>                          |
| <p><b>HOW TO SUBMIT BEST WORK</b></p>       | <ul style="list-style-type: none"> <li>⇒ Student chooses BEST WORK.</li> <li>⇒ Student picks up REFLECTIVE COVER SHEET and has teacher sign.</li> <li>⇒ Student has BEST WORK graded/ evaluated by teacher.</li> <li>⇒ Student completes reflective response PROMPTS on the Cover Sheet. Student submits completed BEST WORK with Cover Sheet and reflective statement. If BEST WORK is performance/presentation: Student submits video/audio with Cover Sheet and reflective statement.</li> </ul>  |
| <p><b>BEST WORK PAPERS REQUIREMENTS</b></p> | <ul style="list-style-type: none"> <li>⇒ Must be Expository and/or Persuasive paper-defined by teacher</li> <li>⇒ Must follow MLA formatting as prescribed in Writing Handbook.</li> <li>⇒ Must be identified as an Expository or Persuasive paper and be approved for content by course teacher.</li> </ul> <p><b>* Writing handbook, resources and tutoring available in library.</b></p>  |
| <p><b>MAJOR PAPER REQUIREMENTS</b></p>      | <ul style="list-style-type: none"> <li>⇒ Must be completed sometime during 11<sup>th</sup> – 12<sup>th</sup> grade</li> <li>⇒ Research ANY topic. Examples will be given in FUTURES CLASS</li> <li>⇒ Must follow MLA formatting as prescribed in Writing Handbook.</li> <li>⇒ Minimum of 5 references. (Maximum of 2 websites)</li> <li>⇒ 5 page minimum requirement for body/text of paper. Title page, reference page, appendix are not included in the 5 page count. Appendix will contain any pictures/graphs and must be cited.</li> <li>⇒ Student may choose to expand any teacher course paper requirements to meet Major Research Paper requirements.</li> </ul> |

#### 4. BEST WORKS REFLECTION: EVIDENCE OF LEARNING & GROWTH



### Mount Tahoma High School Culminating Project

## BEST WORKS: EVIDENCE OF LEARNING AND PERSONAL GROWTH

STUDENT: \_\_\_\_\_

Student Number \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_

SIGNATURE : indicates student meets requirements

### Area of study

- Freshman
- Sophomore
- Junior
- Senior

### Date of Assignment

| Month | Day | Year |
|-------|-----|------|
|       |     |      |

- Math
- English
- Art
- CTE
- Science
- Social Studies
- Health/PE
- Other

Description of assignment:

### Reflection

*What was important about this assignment? What did you learn and how can you use what you have learned? What was your challenge? What did you find out about your academic strengths/weaknesses? What did you find out about your likes or dislikes? Does this assignment relate to your post-high school plans and if it does explain how. How will you apply this learning?*

*Use area below and on back side to neatly write your answers. You may attach a typed response.*

## IV. COMPONENTS: THE HIGH SCHOOL & BEYOND PLAN

The HIGH SCHOOL & BEYOND PLAN is developed throughout the four years of high school. Each year students will tell their “story” based on their academic and career planning. As they relate their journey through high school they will find themselves in the process of developing a plan to pursue after their high school career. This plan will be based on academic goal setting, understanding their interests, and completing 90% of the Districts Career Cruising Program.

### 1. CAREER CRUISING PROGRAM

Students will complete 90% of the Career Cruising objectives as defined by the Tacoma School District. Students will have school wide access to the online program. The grade level components are listed on page 3 of this handbook. Using Career Cruising information, Students will complete a PERSONAL STATEMENT each year that describes their process towards their final plan established in their senior year.

### 2. STUDENT GUIDE: CAREER CRUISING 90%

|   |   |
|---|---|
| <p><b>CAREER<br/>CRUISING</b></p>   | <p><b>Career Cruising updates will take place in the following disciplines:</b></p> <p>Freshman:      Digitools or Exploring Technology<br/> Sophomores:     Science-Biology<br/> Juniors:         Social studies<br/> Seniors:         English</p>   |
| <p><b>WHO<br/>VERIFIES<br/>THE 90%</b></p>  | <ul style="list-style-type: none"> <li>⇒ Students print out a career portfolio checklist. Student can access checklist through the Career Center, any staff member, or through personal computer.</li> <li>⇒ Student carries hard copy to FUTURES class to update portfolio.</li> </ul>   |
| <p><b>WHAT A<br/>STUDENT<br/>DOES<br/>WITH:<br/><br/>CAREER<br/>CRUISING<br/>INFO</b></p> | <ul style="list-style-type: none"> <li>⇒ Each year students will update their “PERSONAL STATEMENT” using both their academic plan AND gathered Career Cruising information. In their 12<sup>th</sup> grade year they will use this information to solidify the State Required HIGH SCHOOL &amp; BEYOND PLAN.</li> <li>⇒ Every year students will be able to articulate their progress and ultimately present their HIGH SCHOOL &amp; BEYOND PLAN during the Student Led Conferences (SLC).</li> </ul> |

# V. STUDENT LED CONFERENCES AND THE FINAL PRESENTATION

## 1. STUDENT LED CONFERENCES: SLC and the FINAL Presentation

Students must satisfactorily present their master portfolio and the HIGH SCHOOL & BEYOND PLAN to a parent, guardian or approved caring adult.

**STUDENT LED CONFERENCES (SLC)** are held in the fall and in the spring. Students are expected to be effective communicators. They demonstrate their skills by speaking to a parent, guardian or approved caring adult. The rubric for the oral presentation can be found on page 11. The presentation is approximately 10-12 minutes in length. Expectations will increase each year. This is the students chance to present his/her portfolio and academic/career plan. Students are encouraged to use the portfolio for examples of their high school journey. The spring SLC gives the student a chance to improve on his/her earlier presentation.

**THE FINAL PRESENTATION** is the final Student Led Conference in the spring of the senior year. This presentation must include a well thought out HIGH SCHOOL & BEYOND PLAN. Students may reference their Personal Statement, Career Cruising Information, Portfolio, and explain how their high school academic plan has provided post-secondary opportunities to further their education towards a career field.

## 2. STUDENT GUIDE: SLC and THE FINAL PRESENTATION

|                                  |  |
|----------------------------------|--|
| <b>SLC</b>                       | <b>Student Led Conferences will take place 2x per year. One conference in the fall and the final/formal conference in the spring.</b>  |
| <b>WHAT HAPPENS DURING A SLC</b> | <ul style="list-style-type: none"><li>⇒ Each year students will present their portfolio to parents, guardians or an approved caring adult. Students will follow prompts that have been practiced in their FUTURES class.</li><li>⇒ Students are expected to wear appropriate clothes, demonstrate that they have practiced, and present clear, concise and organized thoughts based on what they have learned about themselves.</li><li>⇒ In their senior year students will present their final portfolio and articulate their HIGH SCHOOL &amp; BEYOND PLAN.</li></ul> |

### 3. MOUNT TAHOMA SLC PRESENTATION RUBRIC

The purpose of this Navigation 101 sample rubric is for the student to self-evaluate his/her performance. Parents/guardians will also be able to follow this evaluation in order to provide feedback for their student. FUTURES teachers will use this evaluation to help guide students to meet the graduation standards for Mount Tahoma.

In each Student Led Conference, throughout the four years of high school, students will have an opportunity to demonstrate their knowledge, skills, judgment, and the wisdom they need to function in society as educated adults. Students are expected to show growth in their presentation skills. This will confirm their ability to take responsibility for their learning and they will experience the pride that accompanies academic achievement. (Review syllabus on next page)

Student Name: \_\_\_\_\_ Advisor: \_\_\_\_\_

| <b>STUDENT-LED CONFERENCE PRESENTATION RUBRIC</b>  |   |   |  |  |
|--|---|---|--|--|
| <p><b>PREPAREDNESS:</b></p> <p>Your work ahead of time to organize your presentation and materials for the conference.</p> | <p><b>EXCELLENT <input type="checkbox"/></b></p> <p>I was well prepared with materials and notes, and followed a clear and well-organized outline.</p>  | <p><b>GOOD <input type="checkbox"/></b></p> <p>I was reasonably well prepared and had an outline for the presentation, although I might not have always have followed it.</p>   | <p><b>ADEQUATE <input type="checkbox"/></b></p> <p>I brought my portfolio but I did not organize the material for a presentation. I used an outline but I was not always clear.</p>  | <p><b>BELOW STANDARD <input type="checkbox"/></b></p> <p>I forgot my portfolio or did not organize it. I did not feel I was prepared to present.</p>   |
| <p><b>PRESENTATION:</b></p> <p>Your skill in addressing your guests.</p>   | <p><b>EXCELLENT <input type="checkbox"/></b></p> <p>I made a personal connection with my advisor and guests and addressed my presentation to them. I spoke in complete sentences and moved smoothly between one topic and another. I used props and materials skillfully.</p> | <p><b>GOOD <input type="checkbox"/></b></p> <p>I made a personal connection with my advisor and guests. I generally spoke in complete sentences and mostly moved smoothly between one topic and another. I used props and materials to help the presentation.</p> | <p><b>ADEQUATE <input type="checkbox"/></b></p> <p>I made a personal connection with my advisor and guests. I tried to speak in complete sentences and to move smoothly between one topic and another. I used props and materials but could have used them better.</p> | <p><b>BELOW STANDARD <input type="checkbox"/></b></p> <p>My remarks were not specifically directed at my guests. I did not speak clearly or fluently. I either didn't use props or didn't connect them to my presentation.</p>                           |
| <p><b>CLARITY:</b></p> <p>Your skill in explaining yourself, your accomplishments, and your goals for the future.</p>      | <p><b>EXCELLENT <input type="checkbox"/></b></p> <p>I clearly explained my interests and how those interests relate to my work in school. My guests could clearly understand my goals and plans for the future.</p>   | <p><b>GOOD <input type="checkbox"/></b></p> <p>I explained my interests and how those interests relate to my work in school. My guests could understand my goals and plans for the future.</p>  | <p><b>ADEQUATE <input type="checkbox"/></b></p> <p>I explained my interests, though might not have been clear about how those interests relate to my schoolwork. My guests may have had to ask questions to learn about my goals and plans for the future.</p>         | <p><b>BELOW STANDARD <input type="checkbox"/></b></p> <p>I didn't explain my interests or how they relate to what I want to achieve in school. My guests probably didn't understand my goals and plans for the future after hearing my presentation.</p> |
| <p><b>COMPREHENSION:</b></p> <p>You demonstrated understanding of the goals of the student led conference.</p>             | <p><b>EXCELLENT <input type="checkbox"/></b></p> <p>I showed that I clearly understood the goals of the student-led conference. After my presentation, my guests understood the goals of the conference as well.</p>  | <p><b>GOOD <input type="checkbox"/></b></p> <p>I showed that I understood the goals of the student-led conference. After my presentation, my guests understood the goals of the conference as well.</p>   | <p><b>ADEQUATE <input type="checkbox"/></b></p> <p>I showed an understanding of the goals of the student-led conference, but only in response to questions from my guests.</p>   | <p><b>BELOW STANDARD <input type="checkbox"/></b></p> <p>I didn't understand the goals of the conference and wasn't able to explain them to my guests.</p>   |

# VI. T-BIRD FUTURES SYLLABUS-INTEGRITY POLICY

## Mount Tahoma High School T-Bird Futures Syllabus 2007-2008

**Supplies Needed: Large three-ring binder with clear plastic cover**

### Course Rationale

The Washington State Board of Education has established new graduation requirements that include a “High School and Beyond Plan” and “Culminating Project”. The Tacoma School District has further defined these requirements by assisting students in crafting an education plan their freshman year for meeting high school graduation requirements and successfully connecting to their next education step (college, technical training, or work). While doing so, each student will create a comprehensive portfolio that represents his/her educational experience. Mount Tahoma High School “T-Bird Futures” will facilitate this process.

### Methodology

The Futures class will establish an ongoing personal relationship between students and an adult mentor throughout high school. Students will plan for their futures and develop their “Culminating Project.” Students will engage in “Student Led Conferences” involving their parent(s) and mentor, showcasing what they have accomplished and their plan for the future accomplishments. These conferences will occur throughout each school year, leading up to the final presentation of their portfolio during the students’ senior year.

### T-Bird Futures Expectations and Integrity Policy

Attendance and participation are required in all Futures sessions, Student Led Conferences, and compiling the comprehensive portfolio. Failure to do so will impact the student’s ability to graduate.

Mount Tahoma High School strives to provide students with the knowledge, skills, judgment, and the wisdom they need to function in society as educated adults. Students are expected to take responsibility for their learning and experience the pride that accompanies academic achievement. To falsify or fabricate the results of one’s research; to present the words, ideas, data, or work of another as one’s own; or to cheat on an examination corrupts the educational process, impedes a student’s academic progress, and compromises the trust between teacher and student that is fundamental to the learning process. Plagiarism or cheating is listed under *Student Misconduct* in the T-Bird Handbook and school discipline will be implemented.

### Guidelines for Academic Integrity

Students assume full responsibility for the content and integrity of the coursework they submit. The following are guidelines to assist students in observing academic integrity:

- Students must do their own work and submit only their own work on assignments (including homework), examinations, reports, and projects, unless otherwise permitted by the instructor.
- Students may benefit from working in groups. They may collaborate or cooperate with other students on graded assignments or examinations as directed by the instructor.
- Students must follow all written and/or verbal instructions given by instructors prior to taking examinations, tests, quizzes, and performance evaluations.
- Students are responsible for adhering to course requirements as specified by the instructor in the course syllabus.

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Parent Signature

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Student Signature

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Date

# VII. OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION (OSPI)

<http://www.k12.wa.us/resources/pubdocs/2007/WASLHighSchoolDiploma.pdf>

## 1. OSPI: The WASL and the High School Diploma

Recently, state lawmakers made changes to the Washington Assessment of Student Learning (WASL) graduation requirement, including postponing the passing of math and science until 2013. For the graduating classes of 2008-2012, students must pass the reading and writing WASL, a state-approved alternative to the WASL or an assessment for students in special education. Students can meet the state's math requirement by passing the math WASL, a state-approved alternative or an assessment for students in special education, OR, they can continue to earn math credits until they graduate. Students who pass the reading, writing and math assessments earn a Certificate of Academic Achievement or Certificate of Individual Achievement and a high school diploma. Students who fulfill the math requirement by earning math credits do not receive a certificate but do earn a diploma. This delay for math and science gives the school system time to make any needed changes to the state's learning standards, provide better curriculum choices for schools, review the assessments and provide professional development for teachers. It is not a retreat from the skills and knowledge every student needs. For more information: <http://www.k12.wa.us/GraduationRequirements/default.aspx>.

## 2. OSPI: The Certificate of Academic Achievement and Certificate of Individual Achievement

- ◆ The certificates tell businesses and colleges that a student has a solid foundation of key skills and knowledge in reading, writing and math. Students who earn a certificate will have it noted on their transcript.
- ◆ *Certificate of Academic Achievement* – Not a requirement for graduation until 2013, but students can still earn it by passing the WASL or a Certificate of Academic Achievement Option (a state-approved alternative) in reading, writing and math.
- ◆ *Certificate of Individual Achievement* – Only for students in special education. Not a requirement for graduation until 2013, but students can still earn it by passing the WASL-Modified, Portfolio or the Developmentally Appropriate WASL (DAW) in reading, writing and math.
- ◆ Students in the classes of 2008-2012 who earn math credits until graduation, but do not pass the WASL or another approved math assessment, are still eligible to earn a diploma but they won't earn a certificate.
- ◆ An appeal system is available for students who transfer in from other states and countries or have special, unavoidable circumstances. Students who are successful with an appeal will earn a diploma but not a certificate.

## 3. OSPI: The High School WASL

- ◆ Students have five state-funded opportunities during high school to take each WASL content area: reading, writing, math and science.
- ◆ Students pass with a Level 3 or 4 score.
- ◆ WASL testing occurs in March/April and August each year.
- ◆ Score appeal process: Parents/guardians, after reviewing their student's test, may file a score appeal with the state.
- ◆ To learn more about the WASL, please visit: [www.waslinfo.org](http://www.waslinfo.org).

#### **4. OSPI: The Certificate of Academic Achievement Options (state approved alternatives to the WASL)**

- ◆ Students who have the skills but are unable to show them on the WASL may use the Certificate of Academic Achievement Options.
- ◆ Students may access the options after taking the WASL once.

##### **The Certificate of Academic Achievement Options are:**

- ◆ Collection of Evidence – Students compile a set of classroom work samples with the help of a teacher(s). Collections for students in Career and Technical Education programs can include work from their program and other classes. The state scores collections two times a year.
- ◆ Fee Waivers are available for eligible students to take the approved PSAT, SAT, ACT and AP assessments.
- ◆ SAT or ACT – Students may use their math, reading or English and writing scores on college readiness tests. Minimum math scores: SAT – 470; and ACT – 19.
- ◆ Minimum SAT and ACT reading and writing scores: State Board of Education to determine by Dec. 1, 2007, or earlier, if possible.
- ◆ PSAT – Right now, students may submit a math score of 47 as an approved alternative. After Aug. 31, 2008, the PSAT will no longer be an approved alternative.
- ◆ Advanced Placement (AP) – Students may use a score of three or higher on select AP exams. Math: Calculus or statistics. Writing: English language and composition. Reading: English literature and composition, macroeconomics, microeconomics, psychology, United States history, world history, United States government and politics, or comparative government and politics
- ◆ WASL/Grades Comparison – A student’s grades in math courses and/or English courses are compared with the grades of students who took the same courses AND passed the WASL. This option is available to students in 12<sup>th</sup>-grade. To access this option, a student must have an overall cumulative Grade Point Average (GPA) of at least 3.2 on a 4.0 grading scale.

#### **5. OSPI: Assessments for Students in Special Education**

Students in special education may take the High School WASL with or without accommodations or use one of the Certificate of Academic Achievement Options.

The following options are also available:

- ◆ WASL-Modified – Students take the High School WASL – with or without accommodations but IEP teams adjust passing criteria from Proficient (Level 3) to Basic (Level 2).
- ◆ Washington Alternate Assessment System Portfolio – Students unable to take paper and pencil tests show their skills and knowledge through a collection of their work.
- ◆ Developmentally Appropriate WASL (DAW) – Students in grades 11 and 12 only take the WASL – with or without accommodations – at a grade level that best matches their abilities. Students pass the DAW by earning Proficient (Level 3) on each test taken.
- ◆ The WASL-Modified is given in March/April and August each year. The Portfolio and the DAW are given in March/April and November.

## 6. OSPI: Washington State Requirements

(Determined when a student enters ninth grade)

| Class of 2008<br>(Students in grade 11 in 2006-07)  | Classes of 2009-2012<br>(Students in grades 7-10 in 2006-07)  | Classes of 2013 and Beyond<br>(Students in grades 6 and below in 2006-07)  |
|---|---|--|
| <p><b>READING AND WRITING</b><br/> <b>Pass</b> reading and writing High School WASL or assessment for students in special education.<br/> --OR--<br/> <b>Pass</b> Certificate of Academic Achievement Option (state-approved alternative).*</p>   | <p><b>READING AND WRITING</b><br/> <b>Pass</b> reading and writing High School WASL or assessment for students in special education.<br/> --OR--<br/> <b>Pass</b> Certificate of Academic Achievement Option (state-approved alternative).*</p>   | <p><b>READING AND WRITING</b><br/> <b>Pass</b> reading and writing High School WASL or assessment for students in special education.<br/> --OR--<br/> <b>Pass</b> Certificate of Academic Achievement Option (state-approved alternative).*</p>  |
| <p><b>MATH</b><br/> <b>Pass</b> math High School WASL or assessment for students in special education.<br/> --OR--<br/> <b>Pass</b> Certificate of Academic Achievement Option (state-approved alternative).*<br/> --OR--<br/> <b>Earn</b> one math credit (or career and technical course equivalent) after 11th grade <b>AND</b> retake the WASL or an approved math assessment one more time. <i>(Student required to pass math classes, not assessment, to earn diploma.)</i></p> | <p><b>MATH</b><br/> <b>Pass</b> math High School WASL or assessment for students in special education.<br/> --OR--<br/> <b>Pass</b> Certificate of Academic Achievement Option (state-approved alternative).*<br/> --OR--<br/> <b>Earn</b> two math credits (or career and technical course equivalent) after 10th grade <b>AND</b> retake the WASL or an approved math assessment annually. <i>(Student required to pass math classes, not assessment, to earn diploma.)</i></p> | <p><b>MATH AND SCIENCE</b><br/> <b>Pass</b> math and science High School WASL or assessment for students in special education.<br/> --OR--<br/> <b>Pass</b> Certificate of Academic Achievement Option (state-approved alternative).*</p>  |
| <p><b>OTHER REQUIREMENTS</b><br/> <b>Meet</b> all other state and school district graduation requirements: Culminating Project, High School and Beyond Plan and all state and local credit requirements.</p>  | <p><b>OTHER REQUIREMENTS</b><br/> <b>Meet</b> all other state and school district graduation requirements: Culminating Project, High School and Beyond Plan and all state and local credit requirements. <i>(The State Board of Education will soon increase the number of math credits all students must earn from two to three credits.)</i></p>  | <p><b>OTHER REQUIREMENTS</b><br/> <b>Meet</b> all other state and school district graduation requirements: Culminating Project, High School and Beyond Plan and all state and local credit requirements. <i>(The State Board of Education will soon increase the number of math credits all students must earn from two to three credits.)</i></p> |

Students must take the High School WASL at least once before using one of the Certificate of Academic Achievement Options. Updated 5.22.07

## VIII. HIGH SCHOOL GRADUATION & MINIMUM COLLEGE/UNIVERSITY ENTRANCE REQUIREMENTS

| MOUNT TAHOMA HIGH SCHOOL  |             |           | STATE OF WASHINGTON UNIVERSITY/COLLEGE |            |          |
|---|-------------|-----------|--|------------|----------|
| SUBJECT   | Credits     | Classes   | SUBJECT                                | Credits    | Classes  |
| <b>English</b>  | <b>4.0</b>  | <b>8</b>  | <b>English</b>                         | <b>4.0</b> | <b>8</b> |
| Freshman English 1& 2   | 1.0         | 2         | Freshman English                       |            |          |
| Sophomore English 1& 2  | 1.0         | 2         | Sophomore English                      |            |          |
| Junior Comp/Lit   | 1.0         | 2         | Junior Comp/Lit                        |            |          |
| Senior Comp/Lit   | 1.0         | 2         | Senior Comp/Lit                        |            |          |
| <b>Math</b>   | <b>2.0</b>  | <b>4</b>  | <b>Math</b>                            | <b>3.0</b> | <b>6</b> |
| Math Core   | 2.0         | 4         | 3 Years (Algebra 1 & above)            |            |          |
| <i>* Additional math for students who fail the 10<sup>th</sup> grade WASL</i> |             |           |  |            |          |
| <b>Science</b>  | <b>2.0</b>  | <b>4</b>  | <b>Science*</b>                        | <b>2.0</b> | <b>4</b> |
| Lab Science Core  | 1.0         | 2         | 1 Year lab science                     |            |          |
| Science Core  | 1.0         | 2         | 1 Year science                         |            |          |
| <b>Social Studies</b>   | <b>2.5</b>  | <b>5</b>  | <b>Social Studies</b>                  | <b>3.0</b> | <b>6</b> |
| United States History   | 1.0         | 2         | 3 Years                                |            |          |
| Civics  | .5          | 1         |  |            |          |
| World Issues  | .5          | 1         |  |            |          |
| Social Studies Core   | .5          | 1         |  |            |          |
| <b>Art</b>  | <b>1.0</b>  | <b>2</b>  | <b>Art</b>                             | <b>1.0</b> | <b>2</b> |
| Art Core  | 1.0         | 2         | Performing, visual                     | 1.0        | 2        |
| <b>Health</b>   | <b>1.0</b>  | <b>2</b>  | <b>Foreign Language</b>                | <b>2.0</b> | <b>4</b> |
| Health 1  | .5          | 1         | 2 Years (of same language)             |            |          |
| Health 2  | .5          | 1         |  |            |          |
| <b>Physical Ed</b>  | <b>1.0</b>  | <b>2</b>  |  |            |          |
| PE 1  | .5          | 1         |  |            |          |
| PE Core   | .5          | 1         |  |            |          |
| <b>Occupational Ed</b>  | <b>1.0</b>  | <b>2</b>  |  |            |          |
| Digital Communications  | .5          | 1         |  |            |          |
| Occ Ed Core   | .5          | 1         |  |            |          |
| <b>Electives</b>  | <b>8.5</b>  | <b>17</b> |  |            |          |
|   |             |           |  |            |          |
| <b>TOTAL</b>  | <b>23.0</b> | <b>46</b> |  |            |          |

*\* Some require 2 years of lab*

## IX. NCAA REQUIREMENTS

### For Division I and Division II College Bound Athletes

If you are planning to be a collegiate athlete in a Division I or Division II college or university in the fall of 2006 or after, you will need to meet NCAA Clearinghouse standards as well as college admissions standards.

#### *THE NEW RULE:*

\***Increases** the number of core courses from 13 to 14. This additional core course may be in any area: English, mathematics, natural/physical science, social science, foreign language or non-doctrinal religion/philosophy. The breakdown of core course requirements is listed below.

\***Changes** the Division I initial-eligibility index, or sliding scale. See Core GPA/test score sliding-scale index on NCAA website.

\*The 16 core-course rule **INCREASES** the number of core courses from 14 to **16** for Division I only. See the following breakdown of the requirements

| DIVISION I<br>2005-2007<br>14 Core Courses  | DIVISION I<br>2008 and after<br>16 Core Courses   | DIVISION II<br>2005 and after<br>14 Core Courses:   |
|---|---|---|
| 4 years of English  | 4 years of English  | 3 years of English  |
| 2 years of mathematics<br>(Algebra I or higher)   | 3 years of mathematics<br>(Algebra I or higher)   | 2 years of mathematics<br>(Algebra I or higher)   |
| 2 years of natural/physical<br>science (1 year lab science)   | 2 years of natural/physical<br>science (1 year lab science)   | 2 years of natural/physical<br>science (1 year lab science)   |
| 1 year additional English,<br>mathematics or<br>natural/physical science  | 1 year additional English,<br>mathematics or<br>natural/physical science  | 2 years of additional English,<br>mathematics, or<br>natural/physical science                                       |
| 2 years of social studies   | 2 years of social studies   | 2 years of social science   |
| 3 years of additional courses<br>(from any area above, foreign language<br>or non-doctrinal<br>religion/philosophy) | 4 years of additional courses<br>(from any area above, foreign language<br>or non-doctrinal<br>religion/philosophy) | 3 years of additional courses<br>(from any area above, foreign<br>language or non-doctrinal<br>religion/philosophy) |

#### OTHER IMPORTANT INFORMATION

- In Division II, there is no sliding scale. The minimum core grade-point average is 2.00. The minimum SAT score is 820 and the minimum ACT sum score is 68.
- Students first entering a Division I or Division II collegiate institution on or after August 1, 2005, must meet the new 14 core-course rule.
- Students first entering a Division I collegiate institution on or after August 1, 2008, must meet the 16 core course rule.
- State test, such as those given in Colorado and Illinois, are not acceptable.
- For more information regarding the new rule, please go to [www.ncaa.org](http://www.ncaa.org). Click on "Student-athletes and Parents" in the "Custom Home Pages" section. You may also visit the clearinghouse web site at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).

*IF YOU HAVE QUESTIONS ABOUT NCAA ELIGIBILITY, PLEASE CALL THE NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE TOLL-FREE AT 877-262-1492. YOU MAY ALSO CALL THE NCAA AT 317-917-6222*

