

Walla Walla High School Class of 2021 Culminating Project Guidelines



Student Name: _____

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School Mission:
To challenge and support
all students to become
college and career ready.

School Vision:
To become the best high school
in the state of Washington.

Important Dates for Seniors

GRADUATION 2021 	June 11, 2021
Culminating Project Senior Presentation Information Sessions presented to seniors by counseling department	October
Culminating Project Senior Presentation Sign-Ups	TBD
Senior Assembly (Auditorium)	TBD
Culminating Project Senior Presentation Information Night	TBD
1st Semester Finals	January 28-29, 2021
Culminating Project Community Service Volunteer Hours	NOT REQUIRED THIS YEAR
Culminating Project Senior Presentations	TBD
Senior 2nd Semester Finals	June 8-11, 2021
GRADUATION 2021 	June 11, 2021
<p>You may notice many TBD (To Be Determined). With COVID-19, these dates are not yet finalized. PLEASE CHECK YOUR EMAIL FREQUENTLY</p>	

Walla Walla High School Graduation Requirements

In order to graduate from Walla Walla High School, students must complete the following requirements:

1. Earn the Required High School Credits: Students are required to meet minimum credits including the required core credits. Students must earn the total number of credits noted below in each of the required subjects and/or classes. Students need to take at least six classes each year to be best prepared for post high school options. *State graduation requirements do not necessarily meet all college entrance requirements*

Subject Area	College Pathway Requirements	Career Pathway Requirements
English	4.0 credits	4.0 credits
Mathematics	3.0 credits (Algebra 1, Geometry, 3rd credit of math) Seniors must take a meaningful math course	3.0 credits (Algebra 1, Geometry, and a class selected based on High School & Beyond Plan)
Science	3.0 credits (2 credits must be a lab science, one must be algebra based)	3.0 credits (2 credits must be a lab science)
Washington State History	Not applicable if successful completion in middle school or if transferring from another state, a student must have completed that state's history requirement. Junior or Senior students transferring from another state may receive a waiver.	Not applicable if successful completion in middle school or if transferring from another state, a student must have completed that state's history requirement. Junior or Senior students transferring from another state may receive a waiver.
Contemporary World Problems	0.5 credit	0.5 credit
US History	1.0 credit	1.0 credit
Civics	0.5 credit	0.5 credit
Social Studies Elective	1.0 credit	1.0 credit
Physical Education	1.5 credits	1.5 credits
Health	0.5 credit	0.5 credit
Career Technical Education/CTE (Occupational Education)	1.0 credit	1.0 credit
Personalized Pathway	N/A	3.0 Credits Credits must align with personal pathway, created as part of the High School & Beyond Plan - talk to counselor for more information
Fine Art	2.0 credits	1.0 credit
World Languages	2.0 credit	Not necessary but can be taken and counted as an elective
Electives	4.0 credits	4.0 credits
Total Credits	24	24

More information is available in WWHS Course Catalog

2. Complete a Culminating Project: The Culminating Project is a portfolio-based project which will provide students the opportunity to examine their skills and abilities as well as articulate plans for their future. In early spring, every senior will make a presentation to a panel of community members outlining their school work over the past four years.

Culminating Project presented to Community Panel	<ul style="list-style-type: none"> ● What you did or would do for Community Service ● High School and Beyond Plan ● Best Works ● My Personal Story
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3. Develop a High School and Beyond Plan: Students must develop a High School and Beyond Plan through My School Data on Skyward. This document shows how the student will meet graduation requirements and their future goals. This plan will include how the student will prepare for acceptance to a four-year university, community college, trade school, military, or the workforce. Throughout high school, counselors will help students fill this out on a database during classroom presentations. By completing the High School and Beyond Plan, students will receive .5 credit at the end of the sophomore year and .5 at the end of the senior year. We also ask that you complete the senior survey that is released in April and May to let us know of these plans.

4. Completion of one of the eight Graduation Pathways. Students are required to complete one of the eight Graduation Pathways.

Completion of 1 of these 8 Graduation Pathways	<ul style="list-style-type: none"> ● Pass statewide high school assessments (SBA or WA-AIM). ● Pass dual credit courses in English language arts (ELA) and math. ● Pass high school transition courses in ELA and math (Bridge to College.) ● Take an Advanced Placement (AP), in ELA and math and pass the test with a 3 or higher or the class with a C or higher. ● Meet SAT or ACT benchmark for SBA. ● Meet a combination of the ELA and math requirements from the list above (for example, completing a transition course in math and meeting the graduation standard on the Smarter Balanced Assessment in ELA). ● Pass 2.0 credits of career and technical education (CTE) courses that meet student's personalized pathway. ● Pass Armed Services Vocational Aptitude Battery (ASVAB) with a 31 or higher if aligned with High School and Beyond Plan.
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Additionally, in order to participate in the graduation ceremony, all students must:

- A. Be enrolled in makeup classes no later than the beginning of second semester at Wa-Hi or the beginning of the spring quarter at WWCC (Running Start) or be able to complete up to 2.0 credits of required courses in summer school.
- B. Provide evidence to the principal or his designee that any extension, correspondence, or community college classes (other than WWCC) are completed by May 31, 2021.

Seniors who are not eligible to participate in the graduation ceremony because they have not met the above conditions will be notified, as will their parent/guardian. Refer to Walla Walla Public Schools Administrative Procedure No. 2410.

Wa-Hi Culminating Project Overview

What is the Senior Culminating Project?

The Walla Walla High School Culminating Project provides students with opportunities to examine their skills and abilities as well as articulate their plans for the future. Students present their personal story, best works over their high school years, what they did or would do to accomplish your volunteer hours, and their plans after high school (high school and beyond plan).

Why do I have to do my presentation?

Learning to talk to people you don't know and to talk about yourself are very important life skills. It is our hope that these skills will serve you in future endeavors, including job interviews and public speaking opportunities. Furthermore, we hope this is an opportunity for you to reflect on how far you have grown in high school and things you have done well.

What is the best way to format my presentation?

The majority of students present with Google Slides because you can easily bring it up on the computer during your presentation. Other formats, such as Prezi, are acceptable as well. If you have physical copies of your best works (art, medals, certificates, etc), you can bring them too!

When and where am I presenting?

Honestly, that depends on COVID-19. Please be checking your email frequently for this information. Your presentation time and date will be announced in late February. Watch your WWPS email for messages from Jennifer Davis, Mr. Estes, Katharine Curles, and waculmprojects@wwps.org as we are scheduling the presentations. You can always get information from the ASB Office. All presentations take place in the academic building classrooms.

Who will watch my presentation?

Each room has 2-3 judges who are parents, staff members, and members of the greater Walla Walla community. You are also welcome and encouraged to invite any family members or friends you'd like to have attend your presentation.

How long will my presentation last?

Your presentation needs to be 10-15 minutes long. One of your judges will be responsible for timing your presentation and letting you know where you are on time.

What happens if I don't pass my Culminating Project? Will I graduate?

The current policy with Walla Walla Public Schools places the culminating project as a mandatory graduation requirement. Thus, students will not receive a diploma without completing the Culminating Project Senior Presentation. Students who do not meet standard on their initial Culminating Project Senior Presentation will be provided feedback and they will revise their Culminating Project and re-present it to another panel of adults. Students also receive up to 1 elective credit for completion of their High School and Beyond Plan and Culminating Project.

Where can I find more online information about the Culminating Project?

The Wa-Hi school website, <http://www.wahibluedevils.org> will lead you to the Culminating Project link which contains forms, documents, events, etc.

You may contact Stacy Estes, Assistant Principal at: waculmprojects@wwps.org

Senior Presentation Checklist

- Mark your calendar when you have a date!
- Practice your presentation to ensure it takes 10-15 minutes. Due to time constraints, it cannot take over 15 minutes.
- Create a presentation that involves the following components:
 - My Personal Story
 - Two best works from every year of high school (Minimum to pass is 2 best works from 3 years)
 - What you did or would do during your volunteer time
 - Your post high school plans (what your High School and Beyond Plan says)
- In addition to your presentation, be sure to bring:
 - Your resume to share with the panel - Three Copies
 - Any physical representations of your best works (art, certificates, etc) you want to share. This can be brought in person or scanned in and presented as a part of your slide show - up to you!
 - If you did volunteer during high school, be sure to include that so we can hear about it!
- You may invite your family members to be in the audience during your presentation. Please refrain from inviting other students

Tips for a successful presentation

- Show up 15 minutes early to your presentation. IT IS IMPORTANT NOT TO MISS YOUR PRESENTATION TIME. If you are late, you will need to present on a different day
- Approach this as a professional job interview. Dressing professionally is the first step in conveying confidence and making a positive impression with the panel of judges
- Relax, have fun, and tell the panel about yourself. It's your moment to shine!
- For your presentation, remember that pictures speak louder than words for Google Slides/Powerpoints. Use pictures to remind you what words you want to say
- Ensure you have all four components included – look at the presentation rubric (pg ___ to ensure you have everything needed)
- Prepare note cards to assist you with the presentation
- Ask for help! Practice your presentation on teachers, family or classmates and ask for input
- Practice, practice, and practice.

Four Main Component Descriptions

My Personal Story

This section of the project is your time to tell your story, including your journey as a student and what experiences, interests and goals are shaping who you are and what you want to become. Take time to showcase and celebrate your unique talents, interests, and accomplishments. Add documents, pictures, and reflections highlighting your involvement in clubs, athletics, and activities as well as any special recognition you have received.

My Best Work

This section of the culminating project is designed to showcase the schoolwork completed and collected during your high school career. You may remember that you have been asked to collect at least five assignments or projects each year, and now you will present at least two selections from each year. Documents can be scanned or photographed and inserted right into your slides. Be sure to explain why you selected each sample, connecting to your Personal Story and High School and Beyond Plan when appropriate. The works you select should be comprehensive, such as semester or unit tests, research papers, essays, presentations, performances, portfolios, or projects that demonstrate your knowledge and skills obtained throughout the years. Short assignments, quizzes, daily work, entry tasks, etc. should not be included.

My Community Service Volunteer Work

While the 40 hours are not required, we would like you to explain your passions and tell us what you would have done and hope to do in the future.

My High School and Beyond Plan

This section of the culminating project is your opportunity to present your “next steps,” your plans for college and/or your career. Please include an updated resume appropriate to your next steps (samples provided in Appendix C) and evidence of either (1) a completed college application (4-year, 2-year, vocational, or technical school) and a FAFSA form; OR (2) a completed job application (consistent with your avocation); OR (3) a completed military, internship, certificate program, or apprenticeship enrollment forms.

Send Questions to Mr. Estes:
sestes@wwps.org
waculmprojects@wwps.org

How It's Evaluated

Walla Walla HS Culminating Project

Student Last Name: _____ Student First Name: _____

Judge's Initials: _____ Presentation Date/Time: _____ Length: _____

Please evaluate each area and fill in the score column to get the overall rating.

	Level 1: Below Basic Does Not Meet Standard	Level 2: Basic Approaching Standard	Level 3: Proficient Meets Standard	Level 4: Advanced Exceeds Standard	Earned Score
My Personal Story: Personal story, interests, accomplishments, aspirations, reflections, etc.	1	2	3	4	
My Best Work: Examples of work samples and explanations either on slides or in person	1	2	3	4	
My Community Service Volunteer Work: Tell us what you did or what you would do	1	2	3	4	
My High School and Beyond Plan: College and career readiness	1	2	3	4	
*Note: Students earning a score of "1" in any Content area above (A, B, C, or D) will need to revise and re-do the senior presentation.					
Organization: Introduction, conclusion, visual aids, etc	1	2	3	4	
Delivery: Use of voice, eye contact, professional appearance, etc.	1	2	3	4	
Total:					
<input type="checkbox"/> Level 4: Advanced, or Exceeds Standard (22 – 24 points) <input type="checkbox"/> Level 3: Proficient, or Meets Standard (18 – 21 points) <input type="checkbox"/> Level 2: Basic, or Approaching Standard, but does not yet meet standard (12 – 17 points) <input type="checkbox"/> Level 1: Below Basic, or Does Not Meet Standard (6 – 11 points) <input type="checkbox"/> Level 1*: Does Not Meet Standard (Student has a score of "1" in one or more of the required Content areas & even though a total score of 18 or higher may have been earned, the presentation does not meet standard.)					

Comments and/or suggestions for improvement:

Senior Presentation Rubric

Criteria	Level 1: Below Basic	Level 2: Basic	Level 3: Proficient	Level 4: Advanced	Helpful Hints
My Personal Story:	<ul style="list-style-type: none"> · Student doesn't share much information about him/herself as a person or student. · Student doesn't share rewarding nor challenging parts of high school. 	<ul style="list-style-type: none"> · Student provides information about him/herself as a person or as a student. · Student shares rewarding or challenging parts. 	<ul style="list-style-type: none"> · Student provides info about him/herself as a person <i>and</i> as a student. · Student shares rewarding or challenging parts of high school and why. 	<ul style="list-style-type: none"> · Student provides info about him/herself as a person <i>and</i> as a student. · Student shares rewarding <i>and</i> challenging parts of high school and why. 	<ul style="list-style-type: none"> · Use an attention getter, an engaging rhetorical question, an anecdote, or a quote · Make a plan to engage the audience so that they want to know more about you as a person and as a student
My Best Work:	<ul style="list-style-type: none"> · Student shares and discusses 2 or fewer examples of their best work. · Student does not have work from multiple school years. 	<ul style="list-style-type: none"> · Student shares and discusses 3 to 5 examples and explains why the pieces were selected. · Student has work from <i>at least two</i> different school years. 	<ul style="list-style-type: none"> · Student shares and discusses 6 or more examples and explains why the pieces were selected. · Student has work from <i>at least three</i> different school years. 	<ul style="list-style-type: none"> · Student shares and discusses 8 examples of best work and explains why selected · Student has work from <i>all four</i> years of high school. 	<ul style="list-style-type: none"> · Discuss why you choose these pieces of work · Do any of the pieces support or relate to your career interest? · Talk about how you have matured as a learner over your four years of high school
My Community Service Volunteer Work:	<ul style="list-style-type: none"> · No clear description of community service and why/how it was chosen. · No discussion of what was learned from this service project. 	<ul style="list-style-type: none"> · A description of the volunteering is present, but lacks why/how it was chosen and community impact. · There is only minimal discussion about what was learned 	<ul style="list-style-type: none"> · A clear description of the volunteering given, including what the project was and why/how it was chosen. · 	<ul style="list-style-type: none"> · The description is uniquely insightful and engaging. · Evidence of the volunteer service is clearly documented/ Certificate present · Discusses what learned. 	<ul style="list-style-type: none"> · Provide clear description of the service, why you chose this, who benefitted from work · What did you learn from this project that you can use as you go forward? · Include pictures, memorabilia, certificates, letters, etc.
My High School and Beyond Plan (HSBP):	<ul style="list-style-type: none"> · Student did not provide evidence regarding career or future education exploration or plans. · Student did not articulate short-term nor long-term goals. 	<ul style="list-style-type: none"> · Minimal discussion of what the student learned about themselves while researching their interest nor short-term or long-term goals. 	<ul style="list-style-type: none"> · Student discussed what they learned about themselves 	<ul style="list-style-type: none"> · Student discussed what they learned as they researched their career interests & indicated how it will affect their future as well as goals 	<ul style="list-style-type: none"> · What did you learn about the career, i.e.: salary, employment potential, education, working conditions, advancement opportunities, lifestyle, etc.? · What did you learn about yourself by completing this research? How will you accomplish these plans?
Organization	<ul style="list-style-type: none"> · Lacks visual/slides or visual is of poor quality. · Visuals not effective · Inappropriate media for speech and/or no knowledge of how to operate technology · Did not arrive on time. · Student's clothes are dirty, messy or appear as if no attempt was made to dress up for the presentation. · Presentation is more than 3 minutes over or under standard length. 	<ul style="list-style-type: none"> · Visual/slides are used with minor errors or are of poor quality. · Visuals not used well. · Ineffective multimedia for speech and/or trouble operating the multimedia equipment. · Student arrived on time. · Presentation is up to 3 minutes over or under standard length. · Student's clothes are more appropriate for a regular school day 	<ul style="list-style-type: none"> · Visual/slides are used with no errors. Visuals have are polished and effort is evident. · Visuals are large enough to read · Student used the equipment well · Student arrived on time, prepared with materials. · Presentation is up to 2 minutes over or under standard length. · Student's clothes are neat and could be worn to a job interview. 	<ul style="list-style-type: none"> · Visual/slides have an attractive design and are professional looking with effort evident. · Multimedia use included visual aids that supported and enhanced the presentation. · Student arrived early, prepared with materials. · Presentation is 10 - 15 minutes. · Student's clothes are neat and could be worn to a job interview. 	<ul style="list-style-type: none"> · Font size is easy to read. · Bullet the main ideas and don't read do not write out full paragraphs and read from that. · Additional visual should enhance presentation, not just a show and tell item. · Make sure your presentation will work on school computers prior to your presentation. · Plan to be 15 min early. · Think Job Interview when selecting what to wear. · Your look should be professional.
Delivery:	<ul style="list-style-type: none"> · Student lacks voice inflection, is difficult to hear and has limited eye contact. · Student speaks too fast or slowly. · Student shows discomfort in speaking by reading from note cards or slides. 	<ul style="list-style-type: none"> · Student exhibits some voice inflection and can be heard most of the time, but may speak too fast or slowly at times. · Student appears relaxed but reads directly from notes, minimal eye contact. 	<ul style="list-style-type: none"> · Student uses an expressive voice and appropriate volume. · Speaking is mostly evenly paced and enthusiastic. · Student uses eye contact with minimal note reading or looking away with good posture. 	<ul style="list-style-type: none"> · Student skillfully uses voice inflection to show confidence and projects consistent eye contact. · Student has an even delivery pace, clear articulation, acts natural, and is at ease. 	<ul style="list-style-type: none"> · Practicing out loud in front of a mirror helps. · Practice several times and get feedback. · Time yourself to make sure you are within the time frame of 10-15 minutes. · Speak slowly and clearly. · Use bullets on note cards rather than writing out ideas word for word.

Sample Resumes

Here are examples of how to format your resume.

Resume templates are found in the [Senior Resources Google Drive Folder](#)

Jessie Sample

1234 State Street, Walla Walla, WA 99362

509-111-2222

jsample@abcdefg.com

Education

Walla Walla High School, Walla Walla, Washington

Class of 2021

Skills

- Proficient in Microsoft Word, PowerPoint, Excel and Publisher
- Excellent communication and organizational skills
- Bilingual in English and Spanish

Work Experience

Decorator and Paint Center, Walla Walla, Washington

September, 2017 - Current

- Assist customers to find wallpaper, fabric, paint and window treatment options
- Track inventory, place customer orders and process payments using cash register
- Clean and maintain a welcoming show room and work space

Tacos! Restaurant, Walla Walla, Washington

June - August 2016

- Greeted customers, placed orders and processed payments using cash register
- Prepared food orders accurately in a fast-paced environment

Babysitting

2016 - 2017

- Provided safe and nurturing care for infants and young children
- CPR/First Aid Certified

Volunteer Experience

Team Leader, Duck Race and Fun Run, Walla Walla, Washington

September 2018

Camp Counselor, Walla Walla High School evening soccer camps

June 2017, June 2018

- Taught basic soccer skills and organized group social activities

Tutor, After School Program, Dixie School, Dixie, Washington

September - December 2017

- Helped students complete homework assignments and organized group games

Activities and Achievements

- Varsity Soccer Team, Walla Walla High School, current Co-Captain
- FBLA, Walla Walla High School, competitor in Accounting and Impromptu Speech
- Community Youth Choir, Section Leader
- Honor Roll, Walla Walla High School Junior year

Name

12000 Blue Devil Dr. | Walla Walla, WA 99362 | (509) xxx-xxx

E-mail: sample@gmail.com

- OBJECTIVE:** To obtain a position in the welding industry.
- EDUCATION:** Walla Walla High School
Expected Graduation Date
2.8 Grade Point Average
Walla Walla, WA
June 2021
- EXPERIENCE:** **Food Service Worker**
McDonald's Restaurant
Walla Walla, WA
September 2017 - Present
Provided excellent customer service, operated cash registers, maintained a sanitary work area, prepared food and refilled lobby items as necessary.
- VOLUNTEER WORK:** **Walla Walla Child Development Center**
Walla Walla, WA
Summer 2017
Performed office work, such as data processing.
Provided childcare services and general help as necessary.
- AWARDS:** **Walla Walla Radio Airplane Club**
"Best of Show" recognition
Summer 2017
- ACTIVITIES:** Walla Walla Kodiak Summer Baseball Team
Walla Walla Radio Airplane Club
City Police Department Junior Volunteer
2014-2017
2015-2017
Summer 2018
- REFERENCES:** Mr. James Polson, SEATech Welding Teacher
800 Abbott Road
Walla Walla, WA 99362
jpolson@wwps.org

Ms. Janine Moorehead, Shift Supervisor
McDonald's Restaurant
1234 Main Street
Walla Walla, WA 99362
(509) 123-4567