

The Loom: Credits for Redesigned Year 1

Redesigned Year 1 has been written in such a way as to take more of the guess-work out of assigning high school credits. The following credits are based upon using *Tapestry* Year 1 as it has been written, using the assignments on the “primary resources” Reading Assignment Charts. Always consult your umbrella school or state laws regarding your specific requirements. Remember that the issue is not just high school graduation, but college entrance. You will want to plan accordingly.

SUBJECT AREA	POSSIBLE TITLE	CREDIT EARNED	COMMENTS
COMBINED CREDITS IN TRADITIONAL CATEGORIES			
HISTORY	History of the Ancient World	1	Complete all of the core reading assignments and all Accountability and Thinking Questions (whether orally or written), all map work, and all charts. Time line work is optional.
	Honors History: Ancient World	1	Complete all of the reading assignments, all of the map work, all of the Accountability and Thinking Questions (whether orally or written), all map work, and all charts. Time line work is optional.
ENGLISH	English I, II, III, or IV (depends on the year of high school in which Year 1 is completed)	1	Complete at least $\frac{3}{4}$ of the assignments in both Literature <u>and</u> Writing.
	Honors English I, II, III, or IV	1	Complete all assignments, including written exercises for Literature <u>and</u> at least 30 weeks of Writing assignments offered.
GIVING CREDITS FOR INDIVIDUAL DISCIPLINES			
LITERATURE	Ancient Literature	1	Complete $\frac{3}{4}$ of the listed Literature readings and exercises. If the student is pursuing the English credit above, do <i>not</i> give a separate Literature credit in addition to the English credit.
WRITING	Composition I, II, III, or IV	$\frac{1}{2}$	If the student is pursuing the English credit above, do <i>not</i> give a separate Writing credit in addition to the English credit.
GEOGRAPHY	Ancient World Geography	$\frac{1}{4}$	If the student is pursuing the history credit above, do <i>not</i> give a separate Geography credit.
FINE ARTS	History of Fine Arts I	$\frac{1}{4}$	If the student does additional hands-on projects, culled from the Dialectic assignments, $\frac{1}{2}$ credit could be given.
BIBLE	Bible History	1	Complete assignments as given in the year-plan.
GOVERNMENT	Ancient Government Studies	$\frac{1}{2}$	Complete assignments as given in the year-plan.
PHILOSOPHY	Philosophy of the Ancient World	$\frac{1}{2}$	Complete assignments as given in the year-plan.

Keep in mind that all transcripts focus on *academic* achievement. Resist the temptation to find a way to give your child credit for a vast variety of extra-curricular activities. For instance, don't give “Home Economics” credits to girls who do household chores, babysit, and fold the laundry. Colleges are looking at transcripts to see what academic work the student has done. Almost without exception, colleges provide an extra page that allows you to give glowing reports of all the community, church, club, and other activities. Colleges *want to see* this page filled up! They want well-rounded students. But, they don't consider these activities to be academic achievements; these are considered extracurricular, and therefore don't belong on a transcript, except under that heading.

The Loom: Credits for Redesigned Year 2

Redesigned Year 2 has been written in such a way as to take more of the guess-work out of assigning high school credits. The following credits are based upon using *Tapestry* Year 2 as it has been written, using the assignments on the “primary resources” Reading Assignment Charts. Always consult your umbrella school or state laws regarding your specific requirements. Remember that the issue is not just high school graduation, but college entrance. You will want to plan accordingly.

SUBJECT AREA	POSSIBLE TITLE	CREDIT EARNED	COMMENTS
COMBINED CREDITS IN TRADITIONAL CATEGORIES			
HISTORY	History of the World: Fall of Rome to 1800 OR World History II	1	Complete a minimum of 32 weeks, including core and in-depth reading assignments and their corresponding Accountability and Thinking Questions, mapwork, and charts. Time line work is optional.
	Honors History: World History II	1	Complete all of the reading assignments, all of the map work, all of the Accountability and Thinking Questions (whether orally or written), and all charts. Time line work is optional.
ENGLISH**	English I, II, III, or IV (depends on the year of high school in which Year 2 is completed)	1	Complete at least 3/4 of the assignments in both Literature and Writing, of which one should be a literary analysis paper and one should be a literary comparison paper. (These papers are suggested as optional in the Literature Teacher’s Notes of each year-plan or assigned in Writing Assignments in some year-plans). You will need to substitute a literary analysis paper and may have to substitute a literary comparison paper for other Writing Assignment compositions in order to meet this requirement.*
	Honors English I, II, III, or IV	1	Complete all assignments, including written exercises for Literature and at least 30 weeks of composition assignments from both Literature and Writing. One of those papers should be a Literary Analysis Paper and one should be a Literary Comparison Paper. You will need to substitute a Literary Analysis Paper and may need to substitute a Literary Comparison Paper for other Writing Assignments compositions in order to meet this requirement.*
* See “Customizing Year 2 Rhetoric Literature” on the <i>Loom</i> for specific helps in choosing assignments to meet requirements for English or Literature credits.			
GIVING CREDITS FOR INDIVIDUAL DISCIPLINES			
LITERATURE**	Classic Literature of the Western World: A.D. 500-1800	1	Complete 3/4 of the listed Literature readings and written exercises. Complete one personal response, one literary analysis paper (on a story, a play, or a poem) or one literary comparison paper, from the optional papers listed throughout the year in the rhetoric Literature Teacher’s Notes.*
	Honors Classic Literature of the Western World: A.D. 500-1800	1	Complete 3/4 of the listed Literature readings and exercises. Complete one personal response paper, three literary analysis papers (one on a story, one on a play, and one on a poem), and one literary comparison paper, from the optional papers listed throughout the year in the rhetoric Literature pages.*
	NOTE: If a student is pursuing either of the English credits above, do not give a separate Literature credit in addition to the English credit.		
WRITING	Composition I, II, III, or IV	½	If the student is pursuing the English credit above, do <i>not</i> give a separate Writing credit in addition to the English credit.

Chart continues on the next page...

** Students in their senior year have the option of completing a classical comparison paper. The classical comparison paper replaces personal response, literary analysis, and literary comparison papers in the year in which the student completes it. In that year the student is not required to write any of those papers for an English, Honors English, Literature, or Honors Literature credit. For more specific suggestions on what literature assignments to cut in order to achieve 3/4 of those provided, see Appendices C and D of the *Loom* document “Using *Tapestry*’s Rhetoric-Level Literature.”

SUBJECT AREA	POSSIBLE TITLE	CREDIT EARNED	COMMENTS
GEOGRAPHY	World Geography	¼	If the student is pursuing the history credit above, do <i>not</i> give a separate Geography credit.
FINE ARTS	History of Fine Arts I	¼	If the student does additional hands-on projects, culled from the Dialectic assignments, ½ credit could be given.
CHURCH HISTORY	Church History: Middle Ages to 1800 OR Theological Studies I	½	Complete assignments as given in the year-plan.
GOVERNMENT	Government Studies	½	Complete assignments as given in the year-plan.
PHILOSOPHY	Church History: Middle Ages to 1800 OR Theological Studies I	½	Complete assignments as given in the year-plan.

Keep in mind that all transcripts focus on *academic* achievement. Resist the temptation to find a way to give your child credit for a vast variety of extra-curricular activities. For instance, don't give "Home Economics" credits to girls who do household chores, babysit, and fold the laundry. Colleges are looking at transcripts to see what academic work the student has done. Almost without exception, colleges provide an extra page that allows you to give glowing reports of all the community, church, club, and other activities. Colleges *want to see* this page filled up! They want well-rounded students. But, they don't consider these activities to be academic achievements; these are considered extracurricular, and therefore don't belong on a transcript, except under that heading.

You must decide (with your student, if possible) how many high school credits he plans to work for this year. Explain the time commitment involved, and show him how to fill out his planner. You may also want to consider a "High School Course Contract." (See example on the *Loom*.)

The Loom: Credits for Redesigned Year 3

Redesigned Year 3 has been written in such a way as to take more of the guess-work out of assigning high school credits. The following credits are based upon using *Tapestry* Year 3 as it has been written, using the assignments on the “primary resources” Reading Assignment Charts. Always consult your umbrella school or state laws regarding your specific requirements. Remember that the issue is not just high school graduation, but college entrance. You will want to plan accordingly.

SUBJECT AREA	POSSIBLE TITLE	CREDIT EARNED	COMMENTS
COMBINED CREDITS IN TRADITIONAL CATEGORIES			
HISTORY	Options include: <input type="checkbox"/> History of the World: The 1800's <input type="checkbox"/> Western Civilization 3: The Nineteenth Century <input type="checkbox"/> Western Civilization 3 (1/2 credit) AND U.S. History (1/2 credit)	1	Complete a minimum of 32 weeks, including core and in-depth reading assignments and their corresponding Accountability and Thinking Questions, mapwork, and charts. Time line work is optional.
	Honors History: World History III	1	Complete all of the reading assignments, all of the map work, all of the Accountability and Thinking Questions (whether orally or written), and all charts. Time line work is optional.
ENGLISH**	English I, II, III, or IV (depends on the year of high school in which Year 3 is completed)	1	Complete at least 3/4 of the assignments in both Literature and Writing, of which one should be a literary analysis paper and one should be a literary comparison paper. (These papers are suggested as optional in the Literature Teacher's Notes of each year-plan or assigned in Writing Assignments in some year-plans). You will need to substitute a literary analysis paper and may have to substitute a literary comparison paper for other Writing Assignment compositions in order to meet this requirement.*
	Honors English I, II, III, or IV	1	Complete all assignments, including written exercises for Literature and at least 30 weeks of composition assignments from both Literature and Writing. One of those papers should be a Literary Analysis Paper and one should be a Literary Comparison Paper. You will need to substitute a Literary Analysis Paper and may need to substitute a Literary Comparison Paper for other Writing Assignments compositions in order to meet this requirement.*
	* See “Customizing Year 3 Rhetoric Literature” on the Loom for specific helps in choosing assignments to meet requirements for English or Literature credits.		

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** Students in their senior year have the option of completing a classical comparison paper. The classical comparison paper replaces personal response, literary analysis, and literary comparison papers in the year in which the student completes it. In that year the student is not required to write any of those papers for an English, Honors English, Literature, or Honors Literature credit. For more specific suggestions on what literature assignments to cut in order to achieve 3/4 of those provided, see “Teaching Rhetoric Literature.”

GIVING CREDITS FOR INDIVIDUAL DISCIPLINES			
LITERATURE**	Classic Literature of the World A.D. 1785-1900	1	Complete 3/4 of the listed Literature readings and written exercises. Complete one personal response, one literary analysis paper (on a story, a play, or a poem) or one literary comparison paper, from the optional papers listed throughout the year in the rhetoric Literature Teacher's Notes.*
	Honors Literature of the World A.D. 1785-1900	1	Complete 3/4 of the listed Literature readings and exercises. Complete one personal response paper, three literary analysis papers (one on a story, one on a play, and one on a poem), and one literary comparison paper, from the optional papers listed throughout the year in the rhetoric Literature pages.*
	Note: If a student is pursuing either of the English credits above, do not give a separate Literature credit in addition to the English credit.		
WRITING	Composition I, II, III, or IV	½	Complete at least 32 weeks of assignments from your year-plan. If the student is pursuing the English credit above, do not give a separate Writing credit in addition to the English credit.
SUBJECT AREA	POSSIBLE TITLE	CREDIT EARNED	COMMENTS
GEOGRAPHY	World Geography	¼	If the student is pursuing the history credit above, do <i>not</i> give a separate Geography credit.
FINE ARTS	History of Fine Arts III	¼	If the student does additional hands-on projects, culled from the Dialectic assignments, ½ credit could be given.
CHURCH HISTORY	Church History: the 1800's	½	Complete assignments as given in the year-plan.
GOVERNMENT	Government Studies III	½	Complete assignments as given in the year-plan.
PHILOSOPHY	19th Century Philosophy	½	Complete assignments as given in the year-plan.

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You must decide (with your student, if possible) how many high school credits he plans to work for this year. Explain the time commitment involved, and show him how to fill out his planner. You may also want to consider a "High School Course Contract." (See example on the *Loom*.)

The Loom: Credits for Redesigned Year 4

Redesigned Year 4 has been written in such a way as to take more of the guess-work out of assigning high school credits. The following credits are based upon using *Tapestry* Year 4 as it has been written, using the assignments on the “primary resources” Reading Assignment Charts. Always consult your umbrella school or state laws regarding your specific requirements. Remember that the issue is not just high school graduation, but college entrance. You will want to plan accordingly.

SUBJECT AREA	POSSIBLE TITLE	CREDIT EARNED	COMMENTS
COMBINED CREDITS IN TRADITIONAL CATEGORIES			
HISTORY	Options include: <input type="checkbox"/> History of the World: The 1900's <input type="checkbox"/> Western Civilization 4: The Twentieth Century <input type="checkbox"/> Western Civilization 4 (½ credit) AND U.S. History II (½ credit)	1	Complete a minimum of 32 weeks, including core and in-depth reading assignments and their corresponding Accountability and Thinking Questions, map work, and charts. Time line work is optional.
	Honors History: World History IV	1	Complete all of the reading assignments, all of the map work, all of the Accountability and Thinking Questions (whether orally or written), and all charts. Time line work is optional.
ENGLISH**	English I, II, III, or IV (depends on the year of high school in which Year 4 is completed)	1	Complete at least ¾ of the assignments in both Literature and Writing, of which one should be a literary analysis paper and one should be a literary comparison paper. (These papers are suggested as optional in the Literature Teacher's Notes of each year-plan or assigned in Writing Assignments in some year-plans). You will need to substitute a literary analysis paper and may have to substitute a literary comparison paper for other Writing Assignment compositions in order to meet this requirement.*
	Honors English I, II, III, or IV	1	Complete all assignments, including written exercises for Literature and at least 30 weeks of composition assignments from both Literature and Writing. Complete two Literature papers: one literary analysis paper and one literary comparison paper. You will need to substitute a literary analysis paper and may need to substitute a literary comparison paper for other Writing Assignments compositions in order to meet this requirement.*
* See Appendix D in “Teaching Rhetoric Literature” on the <i>Loom</i> for specific helps in choosing assignments to meet requirements for English or Literature credits.			

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** Students in their senior year have the option of completing a classical comparison paper. The classical comparison paper replaces personal response, literary analysis, and literary comparison papers in the year in which the student completes it. In that year the student is not required to write any of those papers for an English, Honors English, Literature, or Honors Literature credit. For more specific suggestions on what literature assignments to cut in order to achieve ¾ of those provided, see “Teaching Rhetoric Literature.”

SUBJECT AREA	POSSIBLE TITLE	CREDIT EARNED	COMMENTS
GIVING CREDITS FOR INDIVIDUAL DISCIPLINES			
LITERATURE**	Classic Literature of the Twentieth Century	1	Complete $\frac{3}{4}$ of the listed Literature readings and written exercises. Complete one personal response, one literary analysis paper (on a story, a play, or a poem) or one literary comparison paper, from the optional papers listed throughout the year in the rhetoric Literature Teacher's Notes.*
	Honors Classic Literature of the Twentieth Century	1	Complete $\frac{3}{4}$ of the listed Literature readings and written exercises. Complete one personal response paper, three literary analysis papers (one on a story, one on a play, and one on a poem), and one literary comparison paper, from the optional papers listed throughout the year in the rhetoric Literature pages.*
	Note: If a student is pursuing either of the English credits above, do not give a separate Literature credit in addition to the English credit.		
WRITING	Composition I, II, III, or IV	$\frac{1}{2}$	Complete at least 32 weeks of assignments from your year-plan. If the student is pursuing the English credit above, do not give a separate Writing credit in addition to the English credit.
GEOGRAPHY	World Geography	$\frac{1}{4}$	If the student is pursuing the history credit above, do <i>not</i> give a separate Geography credit.
FINE ARTS	History of Fine Arts IV	$\frac{1}{4}$	If the student does additional hands-on projects, culled from the Dialectic assignments, $\frac{1}{2}$ credit could be given.
CHURCH HISTORY	Modern Church History	$\frac{1}{2}$	Complete assignments as given in the year-plan.
GOVERNMENT	Government Studies IV	$\frac{1}{2}$	Complete assignments as given in the year-plan.
PHILOSOPHY	Twentieth-Century Philosophy	$\frac{1}{2}$	Complete assignments as given in the year-plan.

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You must decide (with your student if possible) how many high school credits he plans to work for this year. Explain the time commitment involved, and show him how to fill out his planner. You may want to consider a "High School Course Contract." You may also find it helpful to read "Mapping High School." Both documents are on the *Loom*.