

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.