

# 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
<b>COMBINED CREDITS IN TRADITIONAL CATEGORIES</b>			
<b>HISTORY</b>	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.
<b>ENGLISH**</b>	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.			
<b>GIVING CREDITS FOR INDIVIDUAL DISCIPLINES</b>			
<b>LITERATURE**</b>	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.		
<b>WRITING</b>	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
<b>GEOGRAPHY</b>	World Geography	¼	If the student is pursuing the history credit above, do <i>not</i> give a separate Geography credit.
<b>FINE ARTS</b>	History of Fine Arts I	¼	If the student does additional hands-on projects, culled from the Dialectic assignments, ½ credit could be given.
<b>CHURCH HISTORY</b>	Church History: Middle Ages to 1800 OR Theological Studies I	½	Complete assignments as given in the year-plan.
<b>GOVERNMENT</b>	Government Studies	½	Complete assignments as given in the year-plan.
<b>PHILOSOPHY</b>	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*.)