

## HIGH SCHOOL CREDIT INFORMATION

### GREAT BOOKS HIGH SCHOOL TRACK STUDENT ASSESSMENT/EVALUATION PERCENTS

<b>GREAT BOOKS PROGRAM</b>	1 <sup>st</sup> Year		2 <sup>nd</sup> Year		3 <sup>rd</sup> Year		4 <sup>th</sup> Year	
	Ancient Greeks I	Ancient Greeks II	Ancient Romans	Romans to Early Medieval	High Medieval to Renaissance	Renaissance to Enlightenment	Enlightenment to Modern Era	Modern Era
GB Readings/ Poetry	Required for grade	Required for grade	Required for grade	Required for grade	Required for grade	Required for grade	Required for grade	Required for grade
Seminars	33%	33%	33%	33%	33%	33%	33%	33%
Essays	33%	33%	33%	33%	33%	33%	33%	33%
Oral Exam	33%	33%	33%	33%	33%	33%	33%	33%
Total % s	100%	100%	100%	100%	100%	100%	100%	100%

### CONVERTING GREAT BOOKS COURSES TO HIGH SCHOOLS CREDITS

The Academy is sometimes asked how Great Books courses are converted into credits for high schools using conventional high school course nomenclature. Course names and required courses vary State to State, and change over time. As with college credits, it is always ultimately up to the receiving institution (the high school, in this case) to recognize and assign credits. So it is not possible to give one, definitive answer. However, we have prepared the following chart to assist high school counselors in assigning high school credit for Great Books courses our students successfully complete (which usually means with a C grade or better).

The most common conversion of Great Books courses to high school credits calculates that students taking a Great Books course for high school credit only (which is considerably less work and time than the college track), would normally be eligible for the equivalent of one high school course for the same period of time (*i.e.*, one semester, or however many Great Books semesters were completed).

The most common conversion of college track (ACE) credits to high school credits calculates a three-credit college level course taken for one semester as equivalent to taking a high school course for one hour per day for one semester. Since the college track is recommended by the American Council for Education (ACE) for six (6) credits per semester, this would equal to two, one-hour courses per semester in high school.

For each semester of a high school one-hour-course-per-day, some States assign one (1) high school credit, other use ½ (.5). The difference is simply a difference in counting: some States consider each daily high school course taken (usually five or six are taken per semester) per semester as one point or credit, others as ½ (.5) a point or credit. So a high school course taken for a full academic year (*i.e.*, two semesters) would be counted as either one or two points/ credits, depending upon the State.

Obviously, States that use the ½ (.5) credit-per-semester-per-course system generally require half the number of total points or credits that States that use a one point or one-credit-per-course-per-semester method of counting

high school credits do. As a rough estimate, high schools using the one-credit-per-semester-per-course system usually require approximately 40 such credits, whereas high schools using the ½ (.5) credit-per-semester-per-course system usually require approximately 20 such credits. In the end, it makes no difference – just a different method of assigning credits for high school courses taken.

So, States that use the one point or credit per-high-school-course-taken for one hour per day for a *semester*, would normally assign one credit for each semester of the Great Books Program taken for high school credit (our “high school track”), or two credits for each semester of our Great Books college track completed. States that use a ½ (.5) point or credit per-high-school-course taken for one hour per day for a *semester*, would normally assign ½ (.5) credit for each semester of the Great Books Program taken for high school credit (our “*high school track*”), or, one (1) credit for each semester of our Great Books *college* track completed.

<b>GREAT BOOKS PROGRAM</b> – Typical High School Credits	High School Credits in States that Calculate <b>1</b> Credit per Semester per Course	High School Credits in States that Calculate <b>.5</b> Credits per Semester per Course
High School Track – HS Credits per Semester	1	.5
High School Track - HS Credits per Year (2 Semesters of GB Program)	2	1
High School Track - HS Credits for 4 Years (8 Semesters of GB Program)	8	4
College Track – HS Credits per Semester	2	1
College Track – HS Credits per Year (2 Semesters of GB Program)	4	2
College Track - HS Credits for 4 Years (8 Semesters of GB Program)	16	8

Once the number of credits or points for Great Books courses available in your State is established, then typically a high school counselor assigns those credits to various course names used by that State’s Department of Education, or legislature, if one is seeking to get high school credit from a public or private school for some reason (such as a student returning or going to a high school school after homeschooling).

Most States (there are exceptions – check your State’s homeschooling law at <https://www.hslda.org/laws/>) have no required courses for homeschoolers – the courses States require to be taught in high schools are required for the high schools to receive State funding. Homeschoolers receive no State funding (except some enrolled in umbrella-type public charter schools), and so generally do not have to teach the same courses public high schools are required to offer.

High schools vary greatly across the US as do the courses they offer and the names of those courses. However, typically they will offer and require 4 years of English or “English Language Arts”; 4 of Math; 3-4 of Science; 2-3 of Social Studies; 2 of Foreign Languages; 1 of Music or Art. These would total at the high end to approximately 20, or 40, credits/points, respectively (depending upon whether the State uses a ½ or a 1 credit/point per-course-per-semester credit counting system).

Most States require a course in the history of that State, which often satisfies one of the Social Studies courses needed. Social Studies is a rather vague term with different definitions in various States, but generally includes courses in sociology, political science, history, economics, religious studies (aka philosophy of religion), philosophy, geography, psychology, anthropology and civics, often combining material from several of these subject areas into mixed, interdisciplinary courses. Some States require public schools to offer a few more courses, such as Theater or Drama, PE, Health, Computers (used to be Typing), or another semester or year in one or more of the subjects listed above. With that in mind, here is a conversion chart for Great Books courses into more conventional, public high school course nomenclature, as a general guide for high school counselors wishing to assign credits for Great Books courses completed.

For Great Books *College* track (ACE) students, the total number of high school credits, whether using a .5 or 1 credit-per-semester counting system, once calculated, would then be doubled, as the college track is equivalent to *two*, three-hour college level courses per semester. However, not all counselors may understand or grasp that fact, so some explaining and reference to the American Council on Education’s credit recommendations for the college track (which are contained in both of the pdf *Syllabi* files above this one) may be necessary.

Students may find, and probably will, that there are not enough equivalent high school courses to use all of the potential high school credits earned in the Great Books Program, so that only some of the potential credits can be utilized for high school credit purposes. This is because the Great Books Program covers far more material than high schools do in the subject areas listed below. Ironically, colleges are generally easier to obtain credits for Great Books courses than are high schools, as colleges are often already familiar with Great Books programs or Great Books colleges, and often offer some.

Finally, we note that at least one university does not allow Great Books courses to be used for *both* high school credits and for transfer college credits into their university – in that case you must choose which approach is more useful for your purposes.

The credits listed in the chart just below are based on the Great Books High School track, and assume the State uses a one-credit-per-course-per-year counting system (*i.e.*, .5 credits per semester = 1 credit per year). States which use a one-credit-per-*semester* system would double the number of credits listed below.

**GREAT BOOKS PROGRAM ARRANGED INTO CONVENTIONAL HIGH SCHOOL COURSES**

[The division and credits are approximate and hence flexible as many Great Books are interdisciplinary – however this chart does represent substantial course equivalencies. ]

<b>SUBJECT AND COURSE NAMES</b>	High School Credits	Great Books Readings/Study Guides/Seminars
		Based on the complete 4-Year Great Books Program

<p><b>ENGLISH</b></p> <p>LITERATURE or WORLD LITERATURE</p>	<p>3</p>	<p>Iliad, Odyssey, Prometheus Bound, Agamemnon, Libation Bearers, Eumenides, Trojan Women, Alcestis, Aesop, Oedepus Rex, Oedipus at Colonus, Antigone, Hippolytus, Medea, Bacchae, Aeneid, The Divine Comedy, Canterbury Tales, Praise of Folly (Erasmus), Don Quixote (2), Paradise Lost (Milton), Tartuffe (Moliere), Pheadra (Racine), Emma (Austen), Faust (Goethe), War and Peace (Tolstoy), The Brothers Karamazov (Dostoevsky, The Adventures of Huckleberry Finn (Twain), 1984</p>
<p><b>ENGLISH</b> LITERATURE and/or COMPOSITION</p>	<p>.5</p>	<p>Poetics (Aristotle), The Divine Comedy, Don Quixote, Paradise Lost, War and Peace (Tolstoy)</p>
<p><b>ENGLISH</b> SHAKESPEARE</p>	<p>1</p>	<p>A Midsummer Night’s Dream, The Taming of the Shrew, Coriolanus, Julius Caesar, The Merchant of Venice, Henry V, Romeo &amp; Juliet, Hamlet, Othello, MacBeth, King Lear</p>
<p><b>ENGLISH</b> POETRY</p>	<p>1</p>	<p>120 Classic Poems (one each week – see Study Guides)</p>
<p><b>ART</b> THEATER/DRAMA</p>	<p>.5</p>	<p>The Plays of Aeschylus, Euripedes, Sophocles; Poetics (Aristotle); Shakespeare’s Plays</p>
<p><b>SOCIAL STUDIES</b> PHILOSOPHY</p>	<p>2</p>	<p>The Great Conversation (Adler), Presocratics, Ion, Meno, Symposium, Georgias, Euthyphro, Apology, Crito, Pheado (Socrates), Republic (Plato), On the Heavens, On the Soul, Ethics, Metaphysics (Aristotle) , Discourses (Epictitus), Meditations (Marcus Aurelius), Enneads (Plotinus), Consolation of Philosophy (Boethius); Summa (Aquinas), Rules for the Direction of the Mind, Discourse on Method, Meditations (Descartes), Essay Concerning Human Understanding (Locke), An Enquiry Concerning Human Understanding (Hume), Critique of Pure Reason, Fundamental Principles of the Metaphysics of Morals (Kant), Philosophy of Right, Philosophy of History (Hegel)</p>
<p><b>SOCIAL STUDIES</b> POLITICAL SCIENCE or CIVICS</p>	<p>2</p>	<p>Lycurgus, Solon, Pericles, Alcibiades(Plutarch), The Republic (Plato), The Histories (Livy)(2), Romulus, Numa Pomulus, Coriolanus(Plutarch),, Annals(Tacitus), Summa (Aquinas), The Prince (Machiavelli), Utopia (More), The New Atlantis (Bacon). Leviathan (Hobbes), Gulliver’s Travels (Swift), Letter on Toleration and Second Essay on Civil Government (Locke), The Federalist Papers, Declaration of Independence, Articles of</p>

		Confederation, U.S. Constitution, Democracy in America (De Tocqueville), Representative Government (Mill), Wealth of Nations (Smith), Communist Manifesto (Marx and Engels), 1 <sup>st</sup> and 2 <sup>nd</sup> Inaugural Addresses, Gettysburg Address (Lincoln), Walden, Civil Disobedience (Thoreau), Letter from Birmingham Jail (M.L.King), 1984 (Orwell)
<b>SOCIAL STUDIES</b> or HISTORY	3	Iliad, Histories, Peloponnesian War (Thucydides), Lycurgus, Solon, Pericles, Alcibiades, Aeneid, The Histories (Livy), Romulus, Numa Pomulus, Coriolanus, Caesar, Cato the Younger, Antony, Brutus, Cicero (Plutarch), Conquest of Gaul (Caesar), Annals (Tacitus), Arthuriad, Memoirs of the Crusades & Account of the Crusades, Canterbury Tales, Philosophy of History (Hegel), War and Peace (Tolstoy)
<b>SOCIAL STUDIES</b>	.5	Ethics (Aristotle), On Duties (Cicero), Essays (Montaigne), The Social Contract, On the Origin of Inequality (Rousseau)
<b>SOCIAL STUDIES</b> PSYCHOLOGY	.5	Euthyphro, Pheado (Socrates), On the Soul, Ethics (Aristotle), On Friendship (Cicero), Confessions (Augustine), Summa (Aquinas), Essays (Montaigne), The Brothers Karamazov (Dostoevsky), <i>Apologia Pro Vita Sua</i> – Card. Newman
<b>SCIENCE</b> or <b>NATURAL SCIENCE</b>	1	On the Heavens (Aristotle), On Ancient Medicine, On Airs, Waters, Places, Aphoisms, On the Sacred Disease, The Oath (Hippocrates), On the Nature of Things (Lucretius), On the Natural Faculties (Galen), On the Revolutions of the Heavenly Spheres (Copernicus), Dialogues Concerning the Two New Sciences (Galileo), Novum Organum (Bacon), The Origin of the Species (Darwin), The Special and General Theory of Relativity (Einstein)
<b>MATH</b>	.5	Elements of Geometry (Euclid), Almagest (Ptolemy), Dialogues Concerning the Two New Sciences (Galileo), The Special and General Theory of Relativity (Einstein)
<b>SOCIAL STUDIES</b> COMPARATIVE RELIGION	.5	Theogony, Pheado, Enneads (Plotinus), Genesis and Job, Matthew 5-7, John, Apocalypse (John), Confessions & City of God (Augustine), Qu’ran, The Divine Comedy (Dante) , Summa (Aquinas) (4),

OR  PHILOSOPHY OF RELIGION		Imitation – a’Kempis; Interior Castle -Teresa of Avila; Dark Night of the Soul, John of the Cross; Institutes of the Christian Religion (Calvin), Paradise Lost (Milton), Pensees (Pascal); Modern Works (variety)
<b>TOTAL HIGH SCHOOL CREDITS</b>	<b>16</b>	States using a 1-credit per <i>semester</i> counting system would double the credits listed. For College track students, the resulting credit total, for either counting system, would be doubled (see above, smaller chart).

### SEMESTER-BY-SEMESTER CREDITS

The following is an analysis of the Great Books Program in terms of *approximate* equivalent semester credits of conventional high school subjects earned on a semester-by-semester basis. Because the courses and books are interdisciplinary, the assignment to semesters is flexible. This chart is designed to guide high school counselors when assigning Great Books Program credits for students who have not completed the entire 4-year Great Books Program but have completed part of it. To total to full credits (rather than fractional), simply add semester fractional credits towards the right, until a full credit is totaled for that Subject/Course by that year/semester.

This chart utilizes a 1-credit-per-year (*i.e.*, .5 credits per-semester-per-course) credit counting system. For a 1-credit-per-*semester*-per-course system, simply double the credits indicated on the chart. Again, for college track students, double the credits resulting from either counting system used.

Great Books Program  High School Credits	Conventional High School Subject/Course	1st Year		2nd Year		3rd Year			4th Year		Total
		I	II	I	II	I	II		I	II	
including for Readings, Seminars, the Poems & Essays	ENGLISH LITERATURE or WORLD LITERATURE	1			1		1				3
	ENGLISH LITERATURE and/or COMPOSITION		.25				.25				.5
	ENGLISH SHAKESPEARE						.5		.5		1
	ENGLISH POETRY		.5		.5						1
	ART THEATER/DRAMA		.25						.25		.5
	SOCIAL STUDIES PHILOSOPHY		.75		.25					1	2

	<b>SOCIAL STUDIES</b> POLITICAL SCIENCE or CIVICS			1	.25				.75		2
	<b>SOCIAL STUDIES</b> or HISTORY	1		1		1					3
	<b>SOCIAL STUDIES</b>								.5		.5
	<b>SOCIAL STUDIES</b> PSYCHOLOGY									.5	.5
	<b>SCIENCE</b> Or NATURAL SCIENCE					1					1
	<b>MATH</b>									.5	.5
	<b>SOCIAL STUDIES</b> COMPARATIVE RELIGION or PHILOSOPHY OF RELIGION		.25				.25				.5
<b>Total</b>	<b>HS Credits</b>	2	2	2	2	2	2		2	2	16