

SAMPLE TRANSCRIPT After Fall Semester, Senior Year of High School

SECONDARY SCHOOL RECORD

1. STUDENT IDENTIFICATION: STUDENT'S FULL LEGAL NAME LAST NAME FIRST  
**SMITH, EMILY**

SEX COMMON NAME OTHER LAST NAMES USED BIRTH DATE SOC. SEC. NUMBER  
**F EMILY NA January 10, 1987 222-22-2222**

PARENT OR LEGAL GUARDIAN  
 NAME **Gary & Karen Smith** ADDRESS **18 Oak Street**  
 CITY **Glendale** STATE **Illinois** ZIP **60000**

2. SCHOOL IDENTIFICATION  
 Name: **Oak Street Academy (Homeschool Tutorial Education)**  
 Address: **18 Oak Street**  
 City: **Glendale** PHONE: **(222) 222-2222**  
 State: **Illinois** Zip: **60000** SCHOOL CODE: **991499**

Graduation Anticipated: **June/2005**  
 Total Credits Earned: **Grade 9 - Grade 11: 21**  
 Cumulative GPA: **3.76**

Year 01/02	Courses - Grade 9	1 <sup>st</sup> Semester Grade Credit	2 <sup>nd</sup> Semester Grade Credit
Course 1	Algebra II	A .5	A .5
Course 2	Biology w/weekly lab	A .5	A .5
Course 3	Intro to Botany w/lab		A .5
	Plus Tree Identification and Ecology - Local Flora: Summer		
Course 4	Latin I (H)	A .5	A .5
Course 5	Literature Genres (H)	A .5	A .5
Course 6	Grammar and Composition		A .5
Course 7	Speech & Debate Class	A .5	
Course 8	History of Drama	A .5	A .5
Course 9	Art Appreciation & History	A .5	
Course10	Botanical Art & Illustration	A .5	
	- Pencil - Pen & Ink - Plants in Watercolor		

Name: \_\_\_\_\_ SS# \_\_\_\_\_

<b>Year 02/03</b>	<b>Grade 10</b>	<b>1<sup>st</sup> Semester Grade/Credit</b>	<b>2<sup>nd</sup> Semester Grade/Credit</b>
Course 1	Geometry	A .5	A .5
Course 2	Advanced Biology w/Lab	A .5	B .5
Course 3	Latin II (H)	A .5	A .5
Course 4	World Literature (H)	A .5	A .5
Course 5	Grammar and Composition	A .5	
Course 6	European Geography		A .5
Course 7	European History	A. .5	A .5
Course 8	Art Appreciation & History		A .5
Course 9	Botanical Art & Illustration	A .5	
	- Colored Theory- Ink Wash- Plants in Watercolor II		

**Year 03/04 Grade 11**

Course 1	Pre-Calculus	A .5	A .5
Course 2	Latin 201*	A .5	A .5
	(* Springfield College, college class. Official letter from Springfield College, attached.)		
Course 3	Chemistry w/Lab	A .5	A .5
Course 4	American Literature	B .5	A .5
Course 5	American Government	A .5	
Course 6	American History (Civil War to Present)		A .5
Course 7	American Geography		A .5
Course 8	Botanical Art & Illustration	A .5	
	- Botanical Illustration I - English Roundhand		
Course 9	Painting I and Painting II	A .5	A .5
	(at Glendale Community College-transcript sent from school)		

**Year 04/05 Grade 12 (in progress, credit anticipated)**

Course 1	Calculus	.5	.5
Course 2	Physics w/lab	.5	.5
Course 3	English 4	.5	.5
Course 4	Philosophy/Logic	.5	.5
Course 5	Journalism	.5	
Course 6	Computer Basics	.5	
Course 7	Philosophy of Art		.5

Supervisory Teacher \_\_\_\_\_ Date: December 5, 2004

(Page 2 of 7, Course Descriptions follow)

Name: \_\_\_\_\_  
SS: \_\_\_\_\_

## GRADE 9 COURSE DESCRIPTIONS

(2001-2002)

### Course 1 Algebra II (w/trigonometry) (Taught at Home and at Math Team)

Saxon Publishers, Inc.

**Study:** Text assignments, homework, and tests.

**Added Homework:** from Glendale Homeschool Math Team, Sept-April \*

### Course 2 Ninth Grade Biology, With Lab

(Taught At Seven-Family Educational Cooperative)

**Topics included:** Cellular and Molecular Biology, Ecology, DNA, the Scientific Method, Biological Classification, Biological Keys, Kingdom Monera, Kingdom Protista, Kingdom Fungi, the Chemistry of Life, The Cell, Cellular Reproduction, Genetics, Ecosystems, Invertebrates of Kingdom Animalia, Phylum Arthropoda, Phylum Chordata, Kingdom Plantae: Anatomy, Classification, Physiology and Reproduction; Reptiles, Birds, and Mammals.

**Weekly Labs** Included four dissections. Each student dissected a worm, crawfish, perch, and frog.

**Class:** Lecture, discussion, labs, quizzes, tests.

**Homework:** Reading, exercises, lab reports.

### Course 3 Science components of the Botanical Art & Illustration Program (Taught at the Glendale Botanical Garden)

- Introduction to Botany w/Lab

- Tree Identification and Ecology

- Local Flora: Summer

These were three courses, five and six weeks each, which we are counting together as a half-year credit. They each involved text study, classroom and lab work, with challenging tests that required extensive memorization. The botany class was taught by Cary Larson, a biology and horticulture teacher at Glendale High School.

**Class:** Lecture, lab, quizzes, tests.

**Homework:** Reading, exercises, lab reports, memorization.

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**(Grade 9 Course Descriptions continued)**

**Course 4 Latin I (Tutorial, Small Class)**

**Text:** *Oxford Latin Course: Parts I and II*, Oxford University Press

Tutorial Instructor: Mr. Carl Penchant, Latin and World History teacher from Glendale High School.

**Class:** Lecture, drill, review, quizzes, tests.

**Homework:** Reading, language study, vocabulary, translation, word trees.

**Course 5 Literature Genres (Honors) (Taught At Seven-Family Educational Cooperative)**

**Topics:** Learning to recognize and understand theme, structure and the use of metaphor, allegory, symbol, irony and allusion in: short fiction, poetry, the personal essay, drama, biography, and novels.

**Texts:** *The Idea of a Theater* by Francis Fergusson, the Book of *Genesis*, *Murder in the Cathedral* by T.S. Elliot, and *Up From Slavery* by Booker T. Washington, *Animal Farm* by George Orwell, *In His Steps* by Charles Sheldon, *Sense and Sensibility* by Jane Austen, and *To Kill a Mockingbird* by Harper Lee. Selected poems by William Shakespeare, William Cowper, Emily Dickinson, Walt Whitman, Matthew Arnold, and Robert Frost. Essays by James Joyce, John Updike, and Henry David Thoreau.

**Class:** Lecture, discussion, student project presentations.

**Homework:** Reading, written work including short weekly assignments, a five-page fiction piece, a five-page drama, a 12-page research paper, and two additional creative projects presented to the class.

**Course 6 Grammar and Composition (Taught at Home)**

**Texts:** *Language for Daily Use*, Strickland, Harcourt, Brace and Jovanovich, plus *Institute for Excellence in Writing (IEW)* video lectures on persuasive writing, advanced note-taking and writing college level paper.

**Homework:** Assignments, exercises, editing and making corrections.

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**(Grade 9 Course Descriptions continued)**

**Course 7 Formal Debate Class (Honors)**

**(Taught by the Glendale Homeschool Debate Club)**

**Texts:** *An Introduction to Argumentation and Debate*, 4<sup>th</sup> edition, by Christy Shipe, *The Great Debate, Freedom to Communicate*, by Jonathan Wolfson, and *Areopagitica*, by John Milton.

**Class Topics:** Affirmative Stock Issues: significance, inherency, solvency, and topicality and affirmative case construction, negative arguments, logic and logical fallacies, speaker responsibilities, speech and delivery, debate rounds and construction.

**Homework and Class:** Throughout a semester students prepared to debate the topic: *Resolved: That the United States Should Substantially Change its Federal Agricultural Policy*. The course required extensive library and internet research. The class culminated in a six-round debate tournament among thirteen two-person teams.

**Course 8 History of Drama (Taught at Seven-Family Educational Cooperative)**

**Texts:** *The Shakespeare Legacy*, by Jean Wilson, *The Theatrical Response* by Kenneth M. Cameron, Theodore J.C. Hoffman, the texts of the plays listed below, plus other texts.

**Topics:**

- Beginning in 600 B.C. development of ancient Greek drama, plus their terms such as persona (players' masks), agonist, and protagonist, with special focus on *Prometheus Bound* by Aeschylus. The class performed one scene at an adult day-care center. The seniors loved it! We realized the relevance for them--after being so powerful, Prometheus became chained to a rock. So many of them are "chained" to wheelchairs and possibly could identify with him.
- Read *Antigone* by Sophocles.
- A brief look at Roman drama.

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**(Grade 9 Course Descriptions continued)**

History of Drama (continued)

- Medieval Miracle plays.
- *Tamburlaine The Great* by Christopher Marlowe (to compare with Shakespeare.)
- Shakespeare (three-month unit) Studied his rich use of language, rhyme and meter, his influence, and themes. Sought to comprehend his works by type: The Early Plays, The Histories, The Comedies, the Roman Plays, the Problem Plays, The Tragedies, and the Romances. Studied *King Lear*, *The Taming of the Shrew*, and *The Tempest*. Our class performed a scene from *The Taming of the Shrew* at a literature fair, we did scenes from *King Lear* in class, and we saw *The Tempest*. We tried to read into Shakespeare's philosophy of life, at the end of life, from the philosophy and lines in *The Tempest*, his final play.
- *She Stoops To Conquer* by Oliver Goldsmith
- Talked about Ibsen and Chekhov, and concluded with the Theater of the Absurd by reading and discussing *Waiting for Godot* by Samuel Becket.

**Class:** Lecture, discussion, practicing scenes, meter exercises, quizzes, performing outside of class.

**Homework:** Reading, writing assignments, memorizing lines.

**Course 9 Art Appreciation & History**

- Taught at Seven-Family Educational Cooperative, Home, and the Art Institute of Chicago.
- Two semesters, one ninth grade and one during tenth grade.

**Text:** *A History of Art*, General Editor, Sir Lawrence Gowing, Andromeda Oxford, Ltd., plus many other texts.

**Class:** Art history lectures and learning one studio art concept from selected periods: Egyptian, Gothic, Renaissance, Baroque, Colonial American crafts, Romanticism, Realism, Impressionism, Cubism, Abstract Art, and Surrealism. Included field trips and attending lectures and programs for school groups at the Art Institute of Chicago, and guest lecturers.

**Homework:** Reading, written assignments, and art studies.

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**(Grade 9 Course Descriptions continued)**

**Course 10 Botanical Art & Illustration (Taught at Glendale Botanical Garden)**

**- Pencil - Pen & Ink - Plants in Watercolor I**

**Class & Homework:** Three five and six-week classes, class periods were three hours each with substantial drawing and painting homework.

**\* Glendale Homeschool Math Team**

In 2002, third at the state ICTM Math competition in Champaign, Division 1A.

This team experience was a part of Emily's education for grades 9-11, and actually started in Grade 7 on the Middle School MathCounts team. The team averaged 25 students divided into smaller teams per grade. Students were assigned to a team based on their grade level, not on their current level of math. Students were required to be studying personally above their grade level in math. Team experiences included weekly practice sessions, weekly tests, national competitive tests, and multiple competitive experiences. We counted the regular homework involved in Math Team in with her math coursework. We counted meeting together for weekly practices and all the competitions and other time and work on math team, including extra practices and extra work from Jan-April as extra-curricular team work.

Freshman: Algebra I team

**END OF GRADE 9**