

The Well-Prepared High School Student

How to Get Ready for College

Susan Wise Bauer

Three areas of preparation:

Academic
Practical
Emotional

The academically well-prepared student...

I. Has covered the high school basics while also making room to specialize in one or two fields of study

COURSE OF STUDY

The student must fulfill a number of minimum credits in order to graduate from high school. Traditionally, one credit of high school equals 120 hours of class work, or 160 45-minute periods. Typically, twenty credits are required for graduation:

Language Arts	4
Mathematics	2
Science	2
American History	1
American Government	1
Physical Education	2
Electives	8

A college preparation course is more extensive,
typically requiring the following:

Language Arts	4
Mathematics	3-4
Foreign Language	2-4
World History	1
American History	1
American Government	1
Science	3-4
Physical Education	2
Electives	4-8

Side by side comparison

Language Arts	4
Mathematics	2
Science	2
American History	1
American Government	1
Physical Education	2
Electives	8

Language Arts	4
Mathematics	3-4
Science	3-4
American History	1
American Government	1
World History	1
Physical Education	2
Foreign Language	2-4
Electives	4-8

**The academically well-prepared
student...**

**2. Has received instruction in a
number of different ways**

Instruction by parent
Correspondence course graded by parent
Correspondence course graded by school/tutor
Independent study
Class taken at community college/local high school
Class taken online
Instruction by tutor

k12.com
highschool.unl.edu
keystoneschoolonline.com

“accredited high school distance learning”

The academically well-prepared student...

3. Has experience in taking tests and working to a deadline

The academically well-prepared student...

4. Is prepared to write college-level essays across the curriculum

Finding topics in literature, background:

Acquaint student with essential literary terms

Simplest method: Create a “literary analysis” notebook using *Essential Literary Terms: A Brief Norton Guide With Exercises*, by Sharon Hamilton.

Begin on page 32, “Figurative Language”

Once a week, spend 30-45 minutes studying *Essential Literary Terms*. Make an ongoing list of literary terms and brief definitions, along with one example for each. Do the exercises at the end of each chapter

Keep on hand for reference.

Finding topics in literature, part one:
Assign brief essays on literature: 1 page, once a week

(some essays can be written before the book is finished)

Topics:

“Formal”: Explain how a term from *Essential Literary terms* is used in the book and why you think the author uses it. (This type of essay should be written at least once every three or four weeks.)

“Biographical”: Draw a parallel between something that happened in the writer’s life and something that happens in the literary work.

“Historical”: Draw a parallel between something that happened in the writer’s lifetime and something that happens in the literary work.

Finding topics in literature, part two: “response papers”

Discuss some element (scene, plot, or character) that are either interesting or annoying. Explain, using quotes from the work, why it interests or annoys.

Compare the work with something else (anything else) and draw parallels.

Point out how some metaphor or technique is used in the work, and explain

Argue that one of the characters acted in a way that is ethically right or wrong

Finding topics in history:

Question motivations of historical actors

Argue that place and/or weather affected the outcome of an event

Argue that one event was caused by a previous event

Prove that a certain group of people was
better or worse off after a certain event

Show a connection between two events or
people in two different countries

Speculate on how history might have changed
under different circumstances

Finding topics in science:

Focus on discovery/invention:

What was the need for the invention?

Why did the scientist look?

(What question was he trying to answer?)

Focus on theory:

How has this theory changed the way we think?

Is the change good or bad?

Longer research papers

Two ninth-grade papers, 4-8 pages

Two tenth grade papers, 5-10 pages

1 eleventh-grade paper, 12-15 pages

1 twelfth-grade paper, 12-15 pages

Informational, not persuasive

**Goal: learn how to find and use sources,
proper documentation**

Opportunity to explore a topic of interest

Techniques for research papers:

**Laurie E. Rozakis, *Schaum's Quick Guide to Writing
Great Research Papers***

- *Schaum's Quick Guide to Writing Great Research Papers*, by Laurie E. Rozakis
- *Essential Literary Terms: A Norton Guide With Exercises*, by Sharon Hamilton
- *"They Say/I Say": The Moves That Matter in Academic Writing*, 2nd ed, by Gerald Graff and Cathy Birkenstein

**The academically well-prepared
student...**

5. Knows how to use the library

Research- Getting Started @ SWEM

Starting Your Research

How To Find
What to do When
Evaluate Resources
Cite Your Sources
Help Yourself
Fill in the Gaps

Starting your Research

- [Selecting your topic](#)
- [Finding background information](#)
- [Finding facts](#)
- [Help in writing a paper](#)
- [Information Cycle](#): a look at how time impacts where you will find information.
- [Assignment Calculator](#): figure out your project timeline
- Get a [FAST START](#) with these resources.

How to Find

- [Articles in journals](#)
- [Online Journals](#)
- [Indexes and databases - What do they do?](#)
- [What about Google?](#)
- [Journal locations](#) at Swem
- [Which database covers a journal](#)
- [Books in the library](#)
- [Books not listed in the catalog](#)
- [Book locations and how to borrow them](#)
- [Call numbers](#)
- [Government Information](#)
- [Primary Sources: On the Web](#)
- [Reserve Materials](#)

What to do When

- You need [more articles](#) or [older articles](#)
- You need a [journal not listed in the catalog](#)
- You're looking for an [article from a specific journal](#)
- You only have a [journal abbreviation](#)
- You need a [book that is checked out or missing](#)
- You can't find [enough books on your topic](#)
- You need a [book that we don't have](#)

Evaluate Resources

- [Understanding the differences between scholarly, popular, and trade publications.](#)
- [Website Evaluation Rubric](#) (in .pdf format)
- [Evaluating web resources](#)

Cite Your Sources

- [Writing and Citing](#)

**The academically well-prepared
student...**

6. Has a formal transcript

DOCUMENTING YOUR COURSE OF STUDY HIGH SCHOOL: TRANSCRIPTS

Subjects studied

Years of study

Units of credit

Final grades (per semester)

Achievement test scores

Extracurricular activities

SECONDARY SCHOOL RECORD

1. STUDENT IDENTIFICATION			
STUDENT'S FULL LEGAL NAME, LAST NAME FIRST			
BAUER, CHRISTOPHER JOHN			
SEX	COMMON NAME	OTHER LAST NAMES USED	BIRTH DATE
M			8/9/91
PARENT OR LEGAL GUARDIAN			
NAME: Peter + Susan Bauer		ADDRESS: 18101 The Globe Lane	
CITY: Charles City		STATE: VA ZIP: 23030	

2. SCHOOL IDENTIFICATION			
NAME: HOME EDUCATED			
ADDRESS:			
CITY:		PHONE:	
STATE:	ZIP:	SCHOOL CODE:	

3. STUDENT'S ACADEMIC HISTORY							
MINIMUM PASSING MARK				OTHER PASSING MARKS USED (AND NUMERICAL EQUIVALENT)			
GRADE & YRS.	COURSES TAKEN (AND SPECIAL LEVEL WHERE APPROPRIATE)	MARKS	CREDITS	GRADE & YRS.	COURSES TAKEN (AND SPECIAL LEVEL WHERE APPROPRIATE)	MARKS	CREDITS
PE	9 Physical Education 1	A	1	11	Algebra 2	B+	1
PA	9 Beginning Shop Skills	A	1	11	Japanese 1	A	1
FA	9 Art: Skills in Drawing + Composition	B+	.5	11	American Literature 1	A	1
SS	9 Basic Psychology	B	.5	11	American History and Govt 1	A	1
NS	9 Biology 1	A-	1	11	Spanish Conversation 1(A)	A-	.5
M	9 Algebra 1	B	1	11	Drivers Education	A	.5
FL	9 Latin 1	A	1	11	Rhetoric + Communication	A	1
LA	9 World Literature 1	A	1	11	Expository Writing	A	1
SS	9 Modern History: World	A	1	12	Japanese 2	A	1
LA	9 Creative Writing 1	A	1	12	Environmental Science	A	1
PE	10 Physical Education 2	A	1	12	Introduction to Journalism	A	.5
PA	10 Intermediate Shop Skills	A	1	12	Spanish Conversation 1 (B)	A-	.5
NS	10 Biology 2	A-	1	12	American History and Govt 2	A	1
M	10 Geometry	B	1	12	American Literature 2	A	1
FL	10 Latin 2	A-	1	12	Literary Analysis	A	.5
LA	10 World Literature 2	A	1	12	Applied Music	A	1
LA	10 Creative Writing 2	A	1	12	Advanced Creative Writing	A	1
SS	10 Ancient History: World	A	1				
O	10 Logic	B+	1				

4. STUDENT'S ACADEMIC SUMMARY															
ACADEMIC STANDING				NUMBER OF CREDITS EARNED										SIGNIFICANT DATES	
AT THE END OF:*	GPA	CLASS RANK	CLASS SIZE	LANGUAGE ARTS	FOREIGN LANGUAGE	MATH	SOCIAL SCIENCE	NATURAL SCIENCE	FINE ARTS	PRACTICAL ARTS	BUSINESS	PHYSICAL EDUCATION	OTHER	ENTRY:	REENTRY:
Grade 12	3.85	N/A	N/A	10	5	3	4.5	3	1.5	2.5	-	2	1	WITHDRAWAL:	ANTICIPATED GRADUATION:
														GRADUATION: May '09	

*ENTER NUMBER AND "SEMESTERS," "TRIMESTERS," "QUARTERS," "GRADE," "YEARS," ETC.

High school transcript form:

National Association of Secondary School Principals
transcript, available at hsrc.com (Home School Resource
Center)

Another acceptable form at

<http://donnayoung.org/forms/planners/hs-transcript.htm>

The practically well-prepared student...

I. Knows how to work independently

Make use of a checklist,
move towards morning and evening check-in.

THURSDAY

Writing _____

Latin _____

French _____

Art _____

Piano _____

History _____

Math _____

Violin _____

Music Theory _____

FRIDAY

Piano _____

Writing _____

History _____

Grammar _____

Math _____

French _____

Reading _____

Astronomy _____

Violin _____

**The practically well-prepared
student...**

**2. Is accustomed to getting
him/herself up and moving each
morning**

- ❖ Make sure student has an alarm clock and a watch

The student should establish regular time for getting up and going to bed and other family deadlines, and should keep them without prompting.

- ❖ Work out academic schedule along with daily schedule

7 AM	Get up, chores and breakfast
8-9	Math
9-9:30	Break
9:30-10	Grammar
10-11	History
11-11:30	Break
11:30-12:30	Science
12:30	Lunch

The practically well-prepared student...

3. Knows how to keep his own daily schedule

- ❖ Buy student a wall calendar or notebook planner

The student should write in all appointments (doctor and dentist visits, holidays, birthday parties, babysitting jobs, visits with friends)

The practically well-prepared student...

4. Has a checking account, a debit card, and a credit card

The practically well-prepared student...

5. Is responsible for his own laundry (and detergent)

The practically well-prepared student...

6. Knows how to go to the doctor all by him/herself

**The emotionally well-prepared
student...**

**I. Has reached the appropriate
level of maturity**

The emotionally well-prepared student...

2. Knows his/her “trigger points” and how to avoid/recover from them

**The emotionally well-prepared
student...**

**3. Has a basic grasp of what
college is for**