

DIFFERENCES BETWEEN GRADE SCHOOL AND HIGH SCHOOL

GRADE SCHOOL	HIGH SCHOOL
<i>ACADEMICS</i>	
Students may have a limited <u>number of teachers</u> , most of whom have similar expectations.	Students may have at least 7 different teachers and each teacher will have their own policies, communicated at the beginning of the year; sometimes even the same teacher will have different expectations for the <u>different courses</u> they teach.
Teachers prompt students to <u>get help</u> when they recognize that it is needed.	Students are expected to recognize when they need help and to seek it out as necessary, <u>advocating</u> for themselves.
<u>Teachers communicate</u> more frequently with parents about student progress.	Students are expected to monitor their own progress and to get help as needed; at CBC, the student and parent portal provide <u>information about assignments and grades</u> .
<u>Teachers take a very active role</u> in making sure students are doing what they are supposed to do, which, at this stage, is necessary to teach the student what he is supposed to do for himself.	Students are now expected to apply the skills and strategies they have learned in grade school; teachers' main focus is on teaching the material and they expect that students have learned the skills to be a successful student (i.e.: turning in homework, coming to class on time with proper materials, getting caught up with work when absent, etc.).
Teachers may accept <u>late work</u> for full credit.	Teachers rarely accept late work for full credit; sometimes they will <u>give partial credit</u> , but many times no credit is given at all.
Teachers may offer <u>test retakes</u> .	Teachers rarely will allow students to retake a test.
Teachers provide many <u>study aids and study time</u> during class.	Teachers do not provide as many study guides and study opportunities during class time; students are expected to create their own learning tools as they see fit and also to make review and study a part of their <u>nightly homework regimen</u> .
Teachers cover most of what a student needs to know from text during class time, either by completing much of the reading in class and/or by discussing the reading thoroughly.	Students cannot depend on a teacher reviewing all details from the text for which they are responsible; it is vital that students read and take notes as part of their homework; they need to think critically about and learn from the assignments given; they are to make connections between what is taught in class and <u>what they learn on their own</u> .
Teachers tell students exactly what to <u>write in their notes</u> during class.	Students are now expected to identify what information is important and what they need to write from a teacher's lecture.
Teachers assign and collect <u>homework</u> regarding everything they feel a student needs to do to be successful.	Students are expected to create their own homework if they feel it would be beneficial for learning the material (i.e.: make study guides, take notes from the reading, write summaries of lecture notes, etc.) – this is work in addition to what the teacher has assigned.
Teachers help with and monitor <u>organization and assignment notebook</u> .	Students are required to develop their own organizational strategies and to keep track of their homework responsibilities.

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<i>STUDENT LIFE</i>	
Students rely on teachers as their main support system.	At CBC, students have other avenues of support – guidance counselors, peer tutors, the Learning Resource Center; students need to take advantage of those opportunities.
The school environment is relatively small and is a community where everyone knows each other.	The school environment is much larger – larger building, more students, more activities, more choices in how to spend time; students will be expected to speak with individuals they do not know or have not met (office staff, Learning Resource staff, faculty moderators for clubs, etc.).
Students’ extracurricular activities tend to be less demanding (i.e.: sports teams don’t practice every day), so time management can be easier.	Students have a wide range of extracurricular activities in which to participate as well as being of age to have part-time jobs, both of which place a high demand on a student’s time, potentially creating difficulties with time management.
The schedule is fairly easy to manage and teachers help facilitate students’ transitions from one place to the next.	Students are responsible for knowing their schedule and getting to the correct class, lunch period, etc. on time.
Students stay with the same classmates all day long.	Students have classes with different classmates throughout the day (and may be in classes with students who are older than they are); due to the lunch schedule, students may have different people to eat with each day.
Computers are used infrequently and are not used for communication and organization.	Students have their own laptops, which creates a need for good organizational skills and good self-monitoring skills; students need to recognize the value of the computer as a tool for learning rather than just a toy to be used for music and gaming.

<i>INTERPERSONAL SKILLS</i>	
Students do not have much freedom or independence.	During high school, students have more opportunities for independence and time to develop problem solving skills (i.e.: “I have time during Activity Period to get help with my math or to go to the dining hall and hang out with my friends”).
Students are treated like children, with fewer expectations and responsibilities.	In high school, there are 4 short years to transform that child into a responsible, independent young man – helping others, understanding what manhood is, developing a healthy set of values (ethics, morals, honesty, integrity), understanding the ‘real world’ of college and career, encouraging him to work toward his potential – all of these are being ‘taught’ in addition to the courses he takes.
Students may not have had much experience with academic failure, due to the opportunities to make up or redo work in grade school.	In high school, it is not uncommon for a student who was strong in grade school to have some experience with academic failure (i.e.: failed test, difficulty with exams, failed quarter grade); students are expected to learn from their mistakes and to get the appropriate help as soon as it is apparent they are struggling – it is not up to the teacher to seek out that student, because this is an opportunity for the student to learn to act on his own behalf.
The school may not have a lot of diversity within the school population.	At CBC, there is a very diverse population in terms of economics, race, and educational ability – this diversity can create a broader awareness of differences and similarities among people.

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<i>SPECIAL NEEDS STUDENTS</i>	
The Learning Consultant has ongoing, direct contact with students having special learning needs.	At CBC, the Learning Specialist provides more indirect service, and may only see a student occasionally during the school year.
The Learning Consultant is the service provider for the student.	The Learning Specialist rarely is involved in the daily needs of the student (like reading tests, etc.); students are expected to utilize the personnel in the Learning Resource Center (LRC) for those needs.
Students may receive accommodations that are not supported by their documentation.	At CBC, we are very diligent in offering specific services only for specifically documented learning needs.
The Learning Consultant handles much of the communication with teachers regarding student needs and makes sure it takes place.	At CBC, the Learning Specialist provides the Learning Profile to the teachers, but students are expected to advocate for what the Learning Profile states (i.e. if a student needs to go to the LRC for a test, then he must ask the teacher to do so).