

Credit Recovery

CHC 2P

Student Workbook

Credit Recovery: Student Information

Background

Research shows that accumulating credits in Grades 9 and 10 is an important predictor of success. The Ministry of Education also empowers principals to grant credits when students demonstrate course expectations in a setting other than the 'regular' classroom.

Purpose:

Credit Recovery is an in-school opportunity for success. In a Credit Recovery program, students "recover" a credit they have missed. Credit Recovery takes place in a supportive environment: usually the student is also registered in a Learning Strategies course. The point, of course, is not only to recover the credit and move on, but also to develop the skills and work habits that will contribute to continued success.

Most districts establish policies concerning the grades earned in Credit Recovery. Students may earn

- (1) marks up to 100% in their Learning Strategies course, and
- (2) 51% in their credit recovery course.

The 51% is a mark that symbolizes having met expectations and being ready to move on high school. Students receive informal feedback while recovering their credit on their actual level of achievement.

Teaching Approach:

Although students have the support of a teacher, credit recovery requires considerable independent learning. For this reason, taking responsibility for your learning, through consistent attendance and effective study habits, is crucial.

Time:

Each course consists of about 20 lessons and requires approximately 25-30 hours of instructional time.

Guiding Principles:

1. Credit Recovery courses specifically target achievement of overall curriculum expectations and aim to provide a foundation for success in subsequent courses. That is why these courses seem so streamlined.
2. Research shows that learning is improved when students understand how they learn and reflect on their progress. That is why students are asked to reflect on what they have learned.
3. The course of study begins with the final Culminating Performance Task. The reason is that success on this final evaluation is the goal. Everything in the course should prepare students for success.

CHC2P Course Map - Teacher

Enduring Understandings

1. Who we are as Canadians has been developed and shaped by various political, social, and economic influences.
2. When international events happen, Canada has demonstrated both leadership and teamwork.
3. Individuals, women, aboriginal groups – people have the ability to affect change in Canada.
4. Canada's economy has historically been affected by sources outside of Canada.

Enduring Understandings (Teen Speak)

1. Who are we? Various influences have shaped Canadian identity throughout the 20th Century.
2. Is Canada a leader or a follower? How Canada has responded to various international events affect whether we lead or follow.
3. Power of the people: individuals and various groups within Canada have impacted our history.
4. Who's the boss? Is Canada really in control of its own finances?

Unit 1	Hrs. 5:45	Unit 2	Hrs. 7:45	Unit 3	Hrs. 7:00	Unit 4	Hrs. 4:30	Unit 5	Hrs. 4:30	Final Evaluation Hrs. 4:00
<p>Title: 1914-1929:</p> <p>Expectations: CGV.01, 02, 03, 04 CCV. 02, 03 SPV.01 MIV.01, 03, 04</p> <p>Unit evaluation: Reflective paragraphs Quiz Paragraph on social change</p>	<p>Title: 1929-1945:</p> <p>Expectations: CGV. 02, 03, 04 SPV.01, 02 MIV.01, 02, 03, 04</p> <p>Unit evaluation: Reflective paragraphs Quiz WW II newspaper Summary to Mr. Waters</p>	<p>Title: 1946-1967:</p> <p>Expectations: CGV.01, 02, 04 CHV.01 CCV.01, 02, 03 MIV.01, 02, 03, 04</p> <p>Unit evaluation: Reflective paragraphs Cold War answers Research and letter to E. Fairclough Rock and Roll poster</p>	<p>Title: 1968-1983:</p> <p>Expectations: CGV.01, 02, 03, SPV.01, MIV.01, 03, 04</p> <p>Unit evaluation: Reflective paragraphs Hockey Internet research and paper Paragraph on Canadian Economy Problem-Solving Model</p>	<p>Title: 1984-Present:</p> <p>Expectations: CGV.01, 02, CHV.01, SPV.01, MIV.01, 02, 03, 04</p> <p>Unit evaluation: Reflective paragraphs Response to Jasper Cinquet Global Community research assignment NAFTA pamphlet</p>	<p>Title: Course Culminating Activity: "The Canadian Scrapbook"</p> <p>Expectations: CGV.01, 02, 03, 04 CHV.01, 02 CCV.01, 02, 03 SPV.01, 02 MIV.01, 02, 03, 04</p> <p>Unit evaluation: "The Canadian Scrapbook" culminating activity.</p>					

Canadian History in the Twentieth Century - Course Checklist

Student's Name: _____

Unit	Lesson	Title	Date	Complete
Unit One 1914-1929	Lesson One	Causes of World War One		
	Lesson Two	The Homefront and Two Battles		
	Lesson Three	Soldier's Diary		
	Lesson Four	1920's and Changing World of Work		
Unit Two 1939-1945	Lesson One	Causes and Effects of the Great Depression		
	Lesson Two	Causes of World War Two The Blitzkrieg and Who is Fighting		
	Lesson Three	Conscription and D-Day		
	Lesson Four	Newspaper Assignment-The Holocaust		
	Lesson Five	Labour Helps Change the Canadian Work Place		
Unit Three 1946-1967	Lesson One	Years of Promise		
	Lesson Two	United Nations		
	Lesson Three	The Cold War		
	Lesson Four	How Immigration Created a Multicultural Foundation		
	Lesson Five	American Cultural Influences		
Unit Four 1968-1983	Lesson One	Canadian Hockey and Canadian Identity		
	Lesson Two	Canada's Economy in the 1970's and 1980's		
	Lesson Three	English- French Relations		
Unit Five 1983-present	Lesson One	How Aboriginals Struggle to be Equal		
	Lesson Two	Canada's Link to the Global Economy		
	Lesson Three	NAFTA		

Credit Successfully Recovered

- Yes**
 No

Teacher's signature: _____

Date _____