

Credit Recovery

ENG 1L

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.

ENG1L Course Map - Student

Enduring Understandings

- To become an effective reader, I need to understand and vary my reading strategies
- An effective communicator communicates with clarity and purpose, and develops these skills through practice, reflection and revision
- What I am learning now prepares me for learning and communicating in school, the workplace, and in everyday life
- Learning about myself as a communicator – as a reader, writer, listener and speaker- will enable me to become a better learner
- Being an effective communicator means that whether I am speaking, reading, listening or writing, I must be able to identify my audience and purpose

Unit 1 Hrs.	Unit 2 Hrs.	Unit 3 Hrs.	Unit 4 Hrs.	Final Evaluation Hrs.
Title: Look At Me Lesson Titles: 1. Myself as a Communicator 2. Think Aloud About Your Ideas 3. Listen To Me	Title: Look To The Future Lesson Titles: 1. Package #1: Going on Vacation 2. Package #2: Time to Earn Some Cash	Title: Looking Around Lesson Titles: 1. The Four Elements of a Good Poster 2. Viewing a Poster 3. Creating a Poster	Title: Looking For Inspiration Lesson Titles: 1. "I Am" Rap Reflection 2. Moving From School to Work 3. Personal Interview Planning 4. Listening to Someone Else's Story	Brief description of tasks): Assemble a Portfolio which includes one piece of work from each unit. Each piece represents your growth as a learner. Create a visual-verbal essay. Follow a reflective journal template that focuses on learning achieved in the course, and on the interpersonal skills that have accompanied that learning. Share your portfolio with a peer, family member, or teacher/adult, and present the intent of your scrapbook.

				<p>You will be assessed on:</p> <p>a) selection, planning, and organization of the final portfolio---you must be able to select pieces that appropriately reflect the theme of the portfolio (keeping in mind the audience and purpose), plan the layout of the portfolio, and organize the pieces of work in a unified and meaningful manner</p> <p>b) the reflective journals---you must be able to reflect in a meaningful and insightful manner on your growth as a learner</p> <p>c) the presentation/sharing of the portfolio with another individual---you must share the contents and intent of the portfolio in a clear and appropriate manner.</p>
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*****70%*****

-----30%-----

Course Checklist

Student's Name: _____

Unit	Lesson	Task	Date	Complete
1	1	Reading Choices Survey		
		Writing Choices Survey		
		Oral Communication: What Kind of Speaker Are You? Bar Graph		
		Reflection Activity: Cloze Passage ("Describing Myself as a Communicator") OR Bar Graph ("This is what I Look Like as a Communicator")		
	2	Part One: Looking at My Habits as a Reader		
		Part Three: Showing What I Have Learned		
	3	Quickie Quiz: Smoking Facts		
		Practice Assignment: Cigarettes – an Insider's Glimpse		
		Real Assignment: Skimming and Scanning		
		Personal Word Wall		
	4	It's Your Turn! Try a Think Aloud on a text of your choice.		
	5	Warm Up "A Personal Hero"		
		Assignment #1: Labeling the Parts of an Opinion Paragraph		
		Assignment #2: Opinion Paragraph – Step 2: Organize your Ideas In a Graphic Organizer		
		Assignment #2: Opinion Paragraph – Step #3 – rough draft		
		Assignment #2: Opinion Paragraph – Step #4 - Checklist		
		Assignment #2: Opinion Paragraph – Step #5 – Good copy		
2	Package 1	Brainstorming		
		Destination Research		
		Destination Paragraph: Rough Draft		
		Destination Paragraph: Peer Editing Sheet		
		Destination Paragraph: Polished Copy		
		Passport Application		

		Visual/Verbal Essay		
		Presentation Worksheet		
	Package 2	Brainstorming		
		Help Wanted: Research Activity		
		Employment Search Paragraph: Rough Draft		
		Employment Search Paragraph: Peer Editing Sheet		
		Employment Search Paragraph: Polished Copy		
		Help Wanted: Job Application		
		Visual/Verbal Essay		
		Presentation Worksheet		
3	1	Part A: Definition Chart and Explanations		
		Part B: Word Wall Cards		
		Part C: Language Conventions Worksheets		
	2	Poster Question Sheet		
		Poster Paragraph Organizer		
		Poster Paragraph: Rough Draft		
		Poster Paragraph: Peer Editing Sheet		
		Poster Paragraph: Polished Copy		
	3	Creating a Poster: Worksheet		
		Poster: Rough Draft		
		Poster: Final Copy		
4	1	Mind Map Template		
		Graffiti Wall Template		
		Reflection Activity: Dealing with Transitions On-the-Job		
	2	Jane's Story news article with think aloud comments		
		Tracking Change in Jane matrix		
		Tracking Change in Yourself matrix		
		"I Am" Vocabulary Chart		
		"I Am Rap" Rough Draft		
		"I Am Rap" Peer Editing Checklist		
		good copy of "I Am Rap"		
	3	TOWES test OR Bethany Hamilton Incident Report		
		Reflection Activity: An Ideal Employee OR Reflecting on my TOWES Tests		
	4	Diagnostic Activity: Looking at Interviews		
		Taking a Peek at Interviews		

		Now it's Your Turn – Interviewing Assignment		
		Interview Planning		
	5	Interview Planning		
		Rough draft of interview in the proper interview format		
		Writing Up your Own Personal Interview		
		Good copy of interview		
5		Portfolio (see portfolio checklist for details)		

Credit Successfully Recovered

Yes

No

Teacher's signature: _____

Date _____