

# Credit Recovery

GLC 20

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.

## Course Checklist

Student's Name: \_\_\_\_\_

Unit	Lesson	Task	Date	Complete
1	1	Impact Wheel and Reflection		
1	2	Computer Activity and Reflection		
1	3	Employability Skills, Transferable Skills Bank and Reflection		
1	4	Summary Chart and Reflection		
1	5	Personal Profile Brochure – Portfolio Evidence		
2	1	Career Cruising Worksheet		
2	2	University /College Worksheet		
2	3	Apprenticeship / Work Worksheet		
2	4	My Learning Plan and Reflection		
2	5	Career Exploration Poster – Portfolio Evidence		
3	1	Networking Map		
3	2	Resume Rough Draft, Template and Checklist Resume Good Copy – Portfolio Evidence		
3	3	Cover Letter and Checklist KWLF Chart		
S	1	Completion of Culminating Performance Task		
S	2	Final Reflection		

**Credit successfully Recovered**

- Yes  
 No

Teacher's signature: \_\_\_\_\_

Date \_\_\_\_\_

## Culminating Performance Task ~ Brochure Rubric

Criteria	Level 4 (80-100%)	Level 3 (70-79%)	Level 2 (60-69%)	Level 1 (50-59%)	R
<b>Knowledge and Understanding</b> - demonstrates knowledge and understanding of selected assessments	- demonstrates <b>rich and thorough</b> understanding of selected assessments	- demonstrates <b>considerable</b> understanding of selected assessments	- demonstrates <b>some</b> understanding of selected assessments	- demonstrates <b>limited</b> knowledge and understanding of selected assessments	- demonstrates knowledge <b>below</b> required level
<b>Communication</b> - communication of information, ideas, and experiences	- communicates information, ideas and experiences with a <b>high degree</b> of clarity	- communicates information, ideas and experiences with <b>considerable</b> clarity	- communicates information, ideas and experiences with <b>some</b> clarity	- communicates information, ideas and experiences with <b>limited</b> clarity	- communicates information, ideas and experiences <b>below</b> the required level
- visual design/layout	- visual design/layout is <b>highly effective</b>	- visual design/layout is <b>effective</b>	- visual design/layout is <b>effective to some degree</b>	- visual design/layout is of <b>limited extent</b>	- visual design/layout is <b>below</b> the required level
<b>Application</b> - transfers ideas and skills to new contexts with effectiveness	- transfers ideas and skills to new contexts with a <b>high degree</b> of effectiveness	- transfers ideas and skills to new contexts with <b>considerable</b> effectiveness	- transfers ideas and skills to new contexts with <b>some</b> effectiveness	- transfers ideas and skills to new contexts with <b>limited</b> effectiveness	- transfers ideas and skills to new contexts <b>below</b> the required level

<b>Mark per Category</b>		
Knowledge	25%	
Communication	25%	Application
		25%

Most Consistent Mark (Overall Mark)

## GLC20

## Course Map

**Enduring Understandings** (If you only had 2 weeks, on what key understandings would you focus? What meanings would you wish your students to be living 5 years from now?)

### Enduring Understandings (Teen Speak)

1. Students need an understanding of the Career Planning Process in order to prepare for the future
2. What you will find out about yourself will help you become more successful in all aspects of your life
3. Researching various occupations in order to create a pathway for success
4. Students will understand that job search and hunting strategies are an essential part of the process of finding work

Unit 1 5-6 Hrs.	Unit 2 5-6 Hrs.	Unit 3 3-4 Hrs.	Final Evaluation 1- 2 Hrs.
<p><b>Title: Self Assessment</b></p> <p><b>Lesson Titles:</b></p> <p>Now Me! Big Picture of Me Investigating My Skills Who am I? Personal Profile Brochure</p> <p><b>Unit Evaluation: 25%</b></p> <p>Students complete a Who am I? Summary Chart and Reflection</p>	<p><b>Title: Career Exploration</b></p> <p><b>Lesson Titles:</b></p> <p>Occupational Research University/College Research Apprenticeship / Work Research My Learning Plan Career Exploration Poster</p> <p><b>Unit Evaluation: 25%</b></p> <p>Students complete My Learning Plan and Reflection</p>	<p><b>Title: Job Search Strategies</b></p> <p><b>Lesson Titles:</b></p> <p>Networking Map Resume Cover Letter</p> <p><b>Unit Evaluation: 20%</b></p> <p>Students complete the KWLF Chart</p>	<p><b>Brief description of task(s):</b></p> <p><b>Career Portfolio</b></p> <p>This portfolio should give the students a better understanding of the career planning process</p> <p><b>Contents</b></p> <ol style="list-style-type: none"> <li>1. Brochure = Self Assessment Unit</li> <li>2. Poster = Career Exploration Unit</li> <li>3. Resume = Job Search Unit</li> <li>4. Final Reflection of Course</li> </ol>

<p>Teacher evaluates the chart for completeness, depth of understanding and clarity of communication. Teacher evaluates the reflection using the rubric.</p>	<p>Teacher evaluates the learning plan for completeness, depth of understanding and clarity of communication. Teacher evaluates the reflection using the rubric.</p>	<p>Teacher evaluates the KWLF chart for completion, depth of understanding, and clarity of communication.</p>	<p>Students should self-evaluate themselves by filling out each of the rubrics and then submitting them to the teacher for evaluation.</p>
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\*\*\*\*\*70%\*\*\*\*\*

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