

CREDIT RECOVERY

MAT1L

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 Map

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

1. Develop an understanding of the “reasonableness” of their answers
2. Solve problems in everyday situations involving money
3. Efficiently communicate estimates and calculations of measurements including appropriate measures
4. Estimate and calculate measurements of mass, distance and capacity using appropriate measurements

Unit 1 Hrs. 3.5	Unit 2 Hrs. 4.5	Unit 3 Hrs. 5	Final Evaluation Hrs. 1.5
<p>Title: Developing Concepts in Proportional Reasoning</p> <ol style="list-style-type: none"> 1. What do you know about FRACTIONS? (Diagnostic) 2. The Half-Time Show (Working with Fractions) 3. Let’s Operate! (Operations with Fractions) 4. All the Same! (Comparing Fractions, Decimals and Percent) 5. Ratio and Rate 	<p>Title: Developing and Consolidating Money Sense</p> <ol style="list-style-type: none"> 1. What do you know about MONEY? (Diagnostic) 2. It’s Time for a Round Up! (Rounding Amounts of Money) 3. Guess What! (Estimating and Calculating Money) 4. Making Change – Estimates and Calculations (Subtraction) 5. Multiple Purchases (Multiplying and Dividing) 6. 100% OFF Sale – Today Only! (Percent and Discounts) 	<p>Title: Developing and Consolidating Concepts in Measurement</p> <ol style="list-style-type: none"> 1. What do you know about MEASURING? (Diagnostic) 2. How Do You Measure Up? (Metric Length) 3. Changing Units (Converting Between Metric Units of Length) 4. The New Old Way (The Imperial System of Measurement) 5. Make Some Space For Me! (Area) 6. What’s In It For Me? (Volume) 7. Don’t Confuse me with Weight! (Mass) 	<p>Brief description of task(s):</p> <p>Students will complete a final project which includes situational questions along with some computational and discussion questions. The project will enable students to integrate the information learned in each unit and apply it to practical situations. The tasks involved in this final project will be used as the foundation of the exit interview the student will have with the teacher.</p>

Unit 1 Hrs. 3.5	Unit 2 Hrs. 4.5	Unit 3 Hrs. 5	Final Evaluation Hrs. 1.5
Unit Evaluation: Students will complete and hand in an assignment related to each lesson package. Evaluation of the students' abilities will come from these assignments.	Unit Evaluation: Students will complete and hand in an assignment related to each lesson package. Evaluation of the students' abilities will come from these assignments.	Unit Evaluation: Students will complete and hand in an assignment related to each lesson package. Evaluation of the students' abilities will come from these assignments.	

***** 70% ***** ----- 30% -----

MAT1L Course Checklist

Student's Name: _____

Unit	Lesson	Task	Date	Complete
1		PROPORTIONAL REASONING		
1	1	Diagnostic Activity		
1		What do you know about Fractions?		
1	2	The Half-Time Show		
1		Practice Problems		
1		Fractions Assignment		
1	3	Let's Operate		
1		Practice Problems		
1		Let's Operate Assignment		
1	4	It's All the Same		
1		Practice Problems		
1		It's All the Same Assignment		
1	5	Ratio and Rate		
1		Practice Problems		
1		Ratio and Rate Assignment		
1		Unit 1 Reflective Activity		
2		MONEY SENSE		
2	1	Diagnostic Activity		
2		What do you know about Money?		
2	2	It's Time for a Round-Up!		
2		Practice Problems		
2		Rounding Assignment		
2	3	Guess What!		
2		Practice Problems		
2		Estimating & Calculating Assignment		
2	4	Making Change		
2		Practice Problems		
2		Making Change Assignment		
2	5	Multiple Purchases		
2		Practice Problems		
2		Multiple Purchases Assignment		
2	6	100% Off Sale – Today Only!		
2		Practice Problems		
2		Discounts Assignment		
2		Unit 2 Reflective Activity		

3		MEASUREMENT		
3	1	Diagnostic Activity		
3		What do you know about Measuring?		
3	2	How Do You Measure Up?		
3		Practice Problems		
3		Metric Lengths Assignment		
3	3	Changing Units		
3		Practice Problems		
3		Changing Units Assignment		
3	4	The New Old Way		
3		Practice Problems		
3		Imperial Measures Assignment		
3	5	Make Some Space For Me		
3		Practice Problems		
3		Area Assignment		
3	6	What's In It For Me?		
3		Practice Problems		
3		Volume Assignment		
3	7	Don't Confuse Me With Weight!		
3		Practice Problems		
3		Mass Assignment		
3		Unit 3 Reflective Activity		
		Culminating Activity		
		Exit Interview		

Credit successfully Recovered

Yes

No

Teacher's signature: _____ Date _____