

Credit Recovery

ENG 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.

ENG 2P Student Course Map

Enduring Understandings

1. Good communication does not happen by accident.
2. Words and images are the keys to entering the world.
3. Want to be anyone, Go anywhere, Do anything? Keep reading!
4. Understanding the world requires both a window and a mirror.

Unit 1 Hrs. 6-7	Unit 2 Hrs. 6-7	Unit 3 Hrs. 6-7	Unit 4 Hrs. 6.0	Final Evaluation Hrs. 6-8
<p>Title: <i>There Are Stories All Around Us</i></p> <p>Expectations: Looking and learning about key parts of storytelling, by reading short drama scripts and news reports</p>	<p>Title: <i>Buying and Selling</i></p> <p>Expectations: Examining how the words and pictures used in ads can send a different message to different groups of people; creating an ad to appeal to a particular group</p>	<p>Title: <i>Want to be anyone, go anywhere, and do anything? Keep Reading!</i></p> <p>Expectations: Examining the structure of short stories, to understand that reading short stories is an opportunity grow yourself</p>	<p>Title: <i>Windows and Mirrors</i></p> <p>Expectations: Reading about real people, to explore the difference between facts and opinions; using written conversation to show a person's characteristics and values</p>	<p>Brief description of task(s):</p> <ol style="list-style-type: none"> 1. Research the issue of graffiti: is it Art or Vandalism? 2. Respond to an example of a controversy involving graffiti in a school setting 3. Create a poster

<p>Lesson Titles:</p> <ol style="list-style-type: none"> 1. Plot: It's What's Happening 2. Character: Who's In It? 3. Somebody Wanted/But/So 4. News as Drama: If it bleeds, it leads 5. Drama Comes to Life: Bring the News 	<p>Lesson Titles:</p> <ol style="list-style-type: none"> 1. They're Selling – Am I Buying? 2. When You're (un)Happy And You Know It... 3. Design Elements in Advertising 4. You Be the Ad Designer 	<p>Lesson Titles:</p> <ol style="list-style-type: none"> 1. What is a short story? 2. Getting To Know Characters 3. Reading With A Purpose 4. Going Places 5. Decisions To Make: Are You Who Your Friends Are? 6. What Do You Think? 	<p>Lesson Titles:</p> <ol style="list-style-type: none"> 1. Other Voices 2. Facts versus Opinions 3. Motivation and Action 4. Dialogue 5. Create a Script 6. Speak Your Mind 	<p>or a collage expressing your viewpoint about graffiti</p> <ol style="list-style-type: none"> 4. Explain and defend the visual expression you've created
<p>Unit Evaluation:</p> <p>Create a news report based on a short dramatic script.</p>	<p>Unit Evaluation:</p> <p>Write a letter of complaint. Design an ad and role-play a job interview situation.</p>	<p>Unit Evaluation:</p> <p>Write a summary and series of paragraphs.</p>	<p>Unit Evaluation:</p> <p>Write a script and a monologue.</p>	

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

Course Checklist

Student's Name: _____

Unit	Lesson	Task	Date	Complete	
1	1	Reading Between the Lines			
		Sequence Flow Chart			
	2	2	Frayer Model for Character		
		3	Somebody Wanted/But/So Chart		
		4	5 W's Chart		
			Reflection Activity, Writer's Notebook		
		5	Frayer Model for Conflict		
			5 W's Chart		
		Newspaper Article based on Script			
		2	1	"What Are They Selling?" Worksheet	
Sentence Starters Worksheet					
2	Identifying Levels of Language Sheet				
	Letter of Complaint "E-Mail"				
3	Explanatory Paragraph: Ad Analysis				
4	"You be the Ad Designer" Advertisement				
	Notes for Interview Handout				
Reflection Activity, Writer's Notebook					
3	1		Short Story Matching Exercise		
			Anticipation Guide		
		Reflection Activity			
	2	Character Organizer			
		Point/Proof/Comment Template			
	Reflection Activity, Writer's Notebook				
	3	Short Story Organizer			
		Summary Paragraph/Self-Assessment			
		Reflection Activity			
	4	Short Story Organizer			
Summary Paragraph					
Reflection Activity, Writer's Notebook					
5	Diagnostic Activity Handout				

		Rapid Response Journal		
		Supported Opinion Paragraph		
	6	Series of Paragraphs – Persuasion		
		Reflection Activity, Writer’s Notebook		
4	1	Reading Log		
		Reflection Activity, Writer’s Notebook		
	2	Fact or Opinion Worksheet		
		Facts and Opinions in Reading Worksheet		
		Keeping Track of Website Research Worksheet		
	3	Motivation and Action Worksheet		
	4	Analyzing Dialogue Worksheet		
		Student Dialogue		
	5	There’s More Than One Way Worksheet		
		Student Script		
	6	Student Monologue		
C.A.	1	Keeping Track of Website Research		
		Both Sides Now Chart		
		Reflection Activity, Writer’s Notebook		
	2	Student-Selected Writing Task		
	3	Poster/Collage		
		Oral Presentation/Student-Teacher Conference		

Credit Successfully Recovered	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
Teacher’s signature: _____	Date _____