

CREDIT RECOVERY

MATHEMATICS

MAT2L

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 to 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.

## Student 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. Solve problems in everyday situations involving money
2. Solve problems involving measurements of circle, rectangles, cylinders, rectangular prisms using Metric and Imperial units.
3. Efficiently solve problems involving common fractions, percents, ratios and rates.

Unit 1 Hrs. 3.5	Unit 2 Hrs. 4.5	Unit 3 Hrs. 5.5	Final Evaluation Hrs. 2
<p>Title: Extending Understanding of Money Sense</p> <p>Do You Have Money Sense (Diagnostic)</p> <ol style="list-style-type: none"> <li>1. Working for Your Money</li> <li>2. Purchasing Power</li> <li>3. Negative Money Problems</li> <li>4. Plan a Special Event</li> </ol> <p>Unit Evaluation:</p> <p>Students will complete and hand in an assignment related to each lesson package. Evaluation of the students' abilities will come from these assignments.</p>	<p>Title: Extending Understanding of Proportional Reasoning</p> <ol style="list-style-type: none"> <li>1. It's All the Same (Fractions, Percents)</li> <li>2. A Percent of... A Fraction of...</li> <li>3. Ratios, Proportions and Rates</li> <li>4. Scale It Down (Scale Diagrams)</li> <li>5. Bar and Line Graphs</li> <li>6. Circle Graphs</li> </ol> <p>Unit Evaluation:</p> <p>Students will complete and hand in an assignment related to each lesson package. Evaluation of the students' abilities will come from these assignments.</p>	<p>Title: Extending Understanding of Measurement</p> <ol style="list-style-type: none"> <li>1. Time for a Change</li> <li>2. Metric Measures</li> <li>3. Imperial Measures</li> <li>4. Converting Between Metric and Imperial Units</li> <li>5. The Circle</li> <li>6. Volume: The Third Dimension</li> <li>7. Composite Figures</li> </ol> <p>Unit Evaluation:</p> <p>Students will complete and hand in an assignment related to each lesson package. Evaluation of the students' abilities will come from these assignments.</p>	<p>Title: Professional Sports</p> <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> <p>Culminating Titles:</p> <p>Professional Sports</p> <ol style="list-style-type: none"> <li>1. Professional Pay</li> <li>2. Professional Venues</li> <li>3. Professional Team Merchandise</li> <li>4. Professional Venue Seating</li> <li>5. Professional Ticket Sales</li> </ol>

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

## MAT2L Course Checklist

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

Unit	Lesson	Task	Date	Complete
1		<b>MONEY SENSE</b>		
1		Diagnostic Activity: What is your money sense?		
1	1	<b>Working for Your Money</b>		
1		Student Handout		
1		Evaluation		
1	2	<b>Purchasing Power</b>		
1		Student Handout		
1		Evaluation		
1	3	<b>Negative Money Problems</b>		
1		Student Handout		
1	4	<b>Plan A Special Event</b>		
1		Student Handout		
1		Reflective Activity		
2		<b>PROPORTIONAL REASONING</b>		
2	1	<b>It's All the Same</b>		
2		Diagnostic Activity		
2		Student Handout		
2	2	<b>A Percent of...A Fraction of...</b>		
2		Student Handout		
2		Evaluation		
2	3	<b>Ratios, Proportions and Rates</b>		
2		Student Handout		
2		Evaluation		
2	4	<b>Scale It Down</b>		
2		Diagnostic Activity		
2		Student Handout		
2		Evaluation		
2	5	<b>Bar and Line Graphs</b>		
2		Student Handout		
2		Bar Graph Evaluation		
2		Line Graph Evaluation		
2	6	<b>Circle Graphs</b>		
2		Student Handout		
2		Evaluation		
2		Reflective Activity		

3		MEASUREMENT		
3	1	Time for a Change		
3		Student Handout		
3		Evaluation		
3	2	Metric Measures		
3		Diagnostic Activity		
3		Student Handout		
3		Evaluation		
3	3	Imperial Measures		
3		Diagnostic Activity		
3		Student Handout		
3		Evaluation		
3	4	Converting Between Metric and Imperial Units		
3		Diagnostic Activity 1		
3		Diagnostic Activity 2		
3		Student Handout		
3		Evaluation		
3	5	The Circle		
3		Diagnostic Activity		
3		Student Handout		
3		Evaluation		
3	6	Volume: The Third Dimension		
3		Student Handout		
3		Evaluation		
3	7	Composite Figures		
3		Diagnostic Activity		
3		Student Handout		
3		Evaluation		
3		Reflective Activity		
		Culminating Activity		
		Exit Interview		

**Credit successfully Recovered**

Yes

No

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

Date \_\_\_\_\_