Credit Recovery

MFM 1P

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.

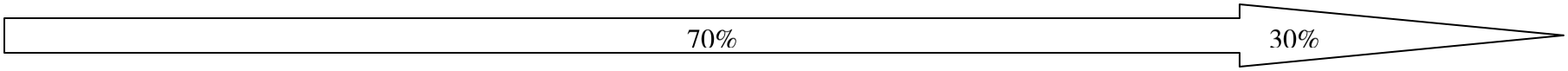
Course Map

Enduring Understandings
Proficiency with algebraic skills Understand proportionality and its applications Determine relationships between two variables using various strategies Demonstrate the connection between various representations of linear relations and solve problems involving them Solve problems involving measurement of two and three-dimensional figures

Unit 1 Hrs. 5	**Unit 2 Hrs. 5**	**Unit 3 Hrs. 6**	**Unit 4 Hrs. 5**	**Final Eval. Hrs. 3**
Title: **Algebra** Expectations: • Demonstrate facility in operations with integers, as necessary to support other topics of the course • Add and subtract polynomials, and multiply a polynomial by a monomial • Expand and simplify polynomial expressions involving one variable • Solve first-degree	Title: **Proportional Reasoning** Expectations: • Solve for the unknown value in a proportion, using a variety of methods • Solve problems requiring the expression of percents, fractions, and decimals in their equivalent forms • Solve problems involving ratios, rates, and directly proportional relationships in	Title:**Relationships** Expectations: • Determine that the rate of change of a linear relation is the slope. • Construct tables of values and graphs to represent linear relations derived from descriptions of realistic situations • Determine, through investigation, connections among the representations of a constant rate of	Title: **Measurement** Expectations: • Substitute into algebraic equations and solve for one variable in the first degree (e.g., in relationships, in measurement) • Solve problems using the Pythagorean theorem, as required in applications • Solve problems involving the areas and perimeters of	Brief description of task(s): **Vacation** • Car Rental Options • Currency Conversion • Dog Pen Optimization • Fish Tank Refill

equations, excluding equations with fractional coefficients, using an algebraic method	various contexts • make comparisons using unit rates	change of a linear relation • Describe the meaning of the rate of change and the initial value for a linear relation arising from a realistic situation • Determine values of a linear relation by using a table of values, by using the equation of the relation, and by interpolating or extrapolating from the graph of the relation. • Determine graphically the point of intersection of two linear relations, and interpret the intersection point in the context of an application	composite two-dimensional shapes • Solve problems involving the volume of prisms • Determine, through investigation, the optimal values of various measurements of rectangles	

Lesson Titles: • Integers • Polynomials • Solving Equations Unit Evaluation: • Test	Lesson Titles: • Unit Costs • Proportionality • Discount and Taxes Unit Evaluation • Project	Lesson Titles: • Table of Values • Graphing • Finite Differences • Interpolation / Extrapolation • Modelling Linear Relationships • Intersection Points Unit Evaluation: • Cell Phone Plan Comparison	Lesson Titles: • Pythagorean Theorem • Perimeter, Area • Composite Figures • Volume of Prisms • Optimization Unit Evaluation: • Assignment on Max/Min and Composite Figures	



Course Checklist

Student's Name: _____

Unit	Lesson	Task	Date	Complete
1	1	Diagnostic Activity		
	1	Order of Operations		
	1	Order of Operations – Assessment		
	2	Diagnostic		
	2	Integers		
	2	Integers – Assessment		
	3	Diagnostic Activity		
	3	Polynomials		
	3	Polynomials – Assessment		
	4	Diagnostic Activity		
	4	Solving Equations		
	4	Solving Equations – Assessment		
	5	Algebra Review		
	5	Algebra Review – Summative Test		
	5	Algebra – Reflection and Self Evaluation		
2	1	Diagnostic Activity		
	1	Ratio, Rates and Proportions		
	1	Ratio, Rates and Proportions - Assessment		
	2	Diagnostic Activity		
	2	Percents, Decimals and Fractions		
	2	Percents, Decimals and Fractions Assessment		
	3	Diagnostic		
	3	Discounts and Taxes		
	3	Discounts and Taxes - Assessment		
	4	Proportional Reasoning Unit Project		
3	1	Diagnostic Activity		
	1	Introduction to Graphing		
	2	Diagnostic Activity		
	2	Scatter Plots		

	2	Scatter Plots - Assessment		
	3	First Differences		
	3	First Differences - Assessment		
	4	Diagnostic		
	4	Modeling Linear Relationships		
	4	Modeling Linear Relationships - Assessment		
	5	Diagnostic Activity		
	5	Interpolation and Extrapolation		
	5	Interpolation and Extrapolation - Assessment		
	6	Diagnostic Activity		
	6	Intersection Points		
	6	Intersection Points - Assessment		
4	1	Diagnostic Activity		
	1	Pythagorean Theorem		
	1	Pythagorean Theorem - Assessment		
	2	Diagnostic Activity		
	2	Perimeter and Area		
	2	Perimeter and Area Assessment		
	3	Diagnostic Activity		
	3	Composite Figures		
	3	Composite Figures - Assessment		
	4	Diagnostic Activity		
	4	Volume of Prisms		
	4	Volume of Prisms - Assessment		
	5	Optimization		
	5	Optimization - Assessment		
		Summative Activity		

Credit successfully Recovered

- ❑ **Yes**
- ❑ **No**

Teacher's signature: _____ Date _____