

# HIGH SCHOOL QUARTERLY CREDIT RECOVERY APPLICATION

<b>STUDENT NAME (Last, First)</b>	<b>STUDENT ID #</b>
<b>CAMPUS</b>	<b>COUNSELOR</b>

The Quarterly Recovery Program is an opportunity for individual students to improve academic achievement, increase a single quarterly course grade and to earn quarterly course credit. This program application is required and is subject to prior approval. It commits the participating student, parent/guardian, and course educators to adhere to and complete the specific requirements listed below.

**As a student, you commit to:**

- Demonstrate consistent required attendance during the regular school day and week
- Regularly attend the Quarterly Credit Recovery Program, including arriving on time and staying for the duration of each session
- Having no more than 1 unexcused absence and 2 excused absences. This will cause removal from the Quarterly Credit Recovery Program
- Adhere to the discipline standards expected at Newburgh Free Academy and uphold Code of Conduct at all times

**As a parent/guardian, you commit to:**

- Allow your child to participate in the Quarterly Credit Recovery Program
- Stay in regular contact with teachers to support your child’s progress
- Encourage your child to set high goals and achieve success
- Establish a family routine that includes continual progress in school work

**Other Student Program Requirements**

- Students may not bring others (i.e., siblings, friends, etc.)
- Students must indicate in advance if they need transportation

**Approval Process:** Completed applications should be submitted to the scholar’s cohort assistant principal. Priority will be given to students who are seniors. Attendance, behavior, and current grades will be used in the selection process if more seats are needed. If you are denied this opportunity you can appeal the decision to the building administrator. Students will be notified by their guidance counselor if they are approved.

**I have read and understand the above descriptions and the expectations of students who are admitted to the program.  
By signing below, I agree to the above expectations and make a commitment to honor the program requirements.**

<b>Student Name (Please print)</b>	<b>Student Signature</b>	<b>Email/Phone</b>	<b>Date</b>
<b>Parent/Guardian Name (Please print)</b>	<b>Parent/Guardian Signature</b>	<b>Email /Phone</b>	<b>Date</b>
<b>APPROVED DATE</b>	<b>DENIED DATE</b>	<b>ADMINISTRATOR NAME/SIGNATURE</b>	<b>DATE</b>

## Quarter 1 Schedule

January 16, 2020 - February 27, 2020

**Tuesdays and Thursdays 2:35-4:05 pm:** Senior English, US History, Financial Literacy

**Tuesdays and Thursdays 4:10-5:40 pm:** Algebra and Astronomy & Meteorology

**Instructions:** Submit your application to your cohort administrator. Your classroom teacher will highlight/circle topics that the QCR student will benefit from working on as well as any other topics/skills that would benefit the QCR student from being retaught. When complete, the classroom teacher will return to the building principal. The building principal will submit to the QCR principal for copy and distribution.

	Recovery Topics/Instructional Focus	Other	Teacher Name Initials
<b>Senior English</b>	<p><b>Language and Identity:</b>                      Narrative structure                      Narrative elements/techniques                      Rhetorical devices                      Analysis of linguistics &amp; text structure                      Drawing Inferences using textual evidence Digital media</p>		
<b>Financial Literacy</b>	<p><b>Post Graduation:</b>                      Calculate and analyze interest                      Analyze statistics to determine the best situation Career Interest/Future plans/Salary outcomes                      Statistical representations                      How to write a resume</p> <p><b>Making Decisions:</b>                      Write and analyze equations and expression in contexts of financial situations                      Identify steps and factors in a decision-making process                      Analyze economic conditions                      Identify risk and opportunity                      Identify and analyze opportunity costs and the time value of money                      Explore personal financial choices</p> <p><b>Making Money:</b>                      Understand, determine, and calculate deductions from a paycheck                      Know the phases of the career-planning process Identify and apply for employment                      Understand the interview process and hidden costs of a job                      Understand some of the benefits companies often offer employees                      Interpret a pay stub</p>		

<b>Algebra</b>	<p><b>Solving Equations, Absolute Value Equations, and Inequalities:</b>  Solve absolute value equations/inequalities  Solve equations with variables on both sides of the equal sign  Solve inequalities with interval notation and graph the solutions on a number line (identify the maximum and minimum solutions)</p> <p><b>Functions:</b>  Graph piecewise functions  Domain and range  Evaluate the function graph  Function notation  Relative maxima or minima</p> <p><b>Graphing Linear Equations and Linear inequalities:</b>  Calculate the average rate of change given two points  Graph linear functions/inequalities  Graph a linear equation given the slope a y-intercept  Graph a linear equation given its function name  Write the equation of a line in standard and slope-intercept form</p>		
<b>Astronomy and Meteorology</b>	<p>Explores the role of observation and inference in describing Earth  Scientific method  Measurement techniques  Solar System  Formation/Nebula and Accretion theories/Geocentric vs. Heliocentric history,  Milky Way Planet characteristics, Earth Motions (day/night, seasons)  Planetary orbits and gravity  Asteroids and Meteoroids</p>		
<b>US History</b>	<p><b>Colonial Foundations</b> (1607– 1763):  European colonization in North America  Cultural contact and exchange between diverse peoples  Cultural differences and misunderstandings at times led to conflict  Factors that contributed to the development of regional differences  Social and racial hierarchies of colonial America</p>		