Alternative Learning Packet Approval Request Form

Alternative Learning Packets are an approved distance learning method for students who have limited access to online instruction.

Instructions for completing the form:

Please submit this approval request form as a WORD document along with a sample lesson plan per content area for each NRS Level included in the packet. All submissions must come from the program director and must include the following:

NRS LEVEL
College and Career Readiness Content Standards aligned to the indicated NRS level
Instructional Objectives
Sufficient instructional activities to meet the learning objectives
Explicitly explain how the teacher will be facilitating the instructional activities and providing feedback to promote student learning and student-teacher interaction.

If you are submitting a learning packet approval form for a class containing multiple NRS levels and/or content areas, submit a lesson plan for each level and content area. If you are submitting a learning packet approval form for a single NRS level class and content area, submit one lesson plan.

Please follow this link to identify CCR Content Standards, Learning Objectives, and Instructional Activities that align to the specified NRS Levels.

Along with the sample lesson plan a narrative must be included that answers the following:

1. How are the learning packets aligned to the CCR content standards?
2. Please list the learning objectives AND CCR content standards.
3. How is the material appropriate for the stated NRS levels?
4. Explain how the packet contains sufficient instructional activities to meet the proxy contact hour award.
5. How will the student have access to faculty for instructional assistance?
6. How will faculty provide feedback for completed packets?
7. Describe the method used for exchanging packets between student and faculty.
8. Describe the process for maintaining documentation of student packets.
9. Describe how you will track the proxy contact hours to report hours for post-testing.

Complete this form and send it along with the sample lesson plan and required narrative to Daniel Loges, Director of Professional Development & Distance Ed at logesd@nccommunitycolleges.edu

Alternative Learning Packet approval will require 30 calendar days from date of submission.
Once approved this form will be returned to you as a pdf and should be kept with the class file.

EXPLANATIONS

1. How are the learning packets aligned to the CCR content standards?
   
   Answer: The content standards were determined based on the criteria outlined in the *North Carolina Community College System College and Career Readiness, Adult Basic Education Content Standards* Manual: Levels 1–4, Grade Levels 0.0 –8.9.

2. Please list the learning objectives AND CCR content standards.
   
   Answer:

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>CCR Content Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate an understanding of word relationships and the differences in word meanings.</td>
<td></td>
</tr>
<tr>
<td>2. Identify antonyms for specific words.</td>
<td></td>
</tr>
<tr>
<td>3. Rewrite sentences and replace identified words with antonyms to express an opposite meaning.</td>
<td><strong>R.2.2.1</strong> Recognize synonyms, antonyms, homonyms, and homophones for identified vocabulary words presented in isolation or within a group of words.</td>
</tr>
<tr>
<td></td>
<td><strong>R.2.3.1</strong> Use prefixes, suffixes, root words, antonyms, and synonyms to determine meaning of unfamiliar words.</td>
</tr>
<tr>
<td></td>
<td><strong>R.2.3.2</strong> Identify the meaning of frequently used synonyms, antonyms, homographs, and homonyms.</td>
</tr>
</tbody>
</table>

3. How is the material appropriate for the stated NRS levels?
   
   Answer: Once the content standards were determined, a corresponding grade level could be identified. Subsequently, the NRS levels were chosen to reflect the grade level assigned to the content.

<table>
<thead>
<tr>
<th>CCR Standard</th>
<th>Grade Level</th>
<th>NRS Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>R.2.2.1</td>
<td>2.0 – 3.9</td>
<td>2</td>
</tr>
<tr>
<td>R.2.3.1</td>
<td>4.0 – 5.9</td>
<td>2</td>
</tr>
<tr>
<td>R.2.3.2</td>
<td>4.0 – 5.9</td>
<td>2</td>
</tr>
</tbody>
</table>

4. Explain how the packet contains sufficient instructional activities to meet the proxy contact hour award.
   
   Answer: Several factors were taken into consideration before assigning contact hours.

   - Experience in the classroom allowed the instructors to generalize a time frame that students, *at this reading level*, would need in order to complete the assignment.
   - Consideration was given to the fact that students will be expected to process the information more independently, as opposed to the traditional classroom setting where an instructor is immediately available for further guidance.
   - Several of the approved HSE in the Community Packets were evaluated to determine if there was a consistency in the way the 8 hours were assigned to each of these packets. These 8 hours were used to calculate both the average time allotted per content page and the average time allotted per question. This “unofficial and rudimentary” assessment was helpful in identifying a maximum time limit.

5. How will the student have access to faculty for instructional assistance?
   
   Answer: After the student enrolls in the program, he or she will be contacted by an instructor who will provide any needed assistance through the learning process. The instructor shall be accessible by phone, email, text, or by any other means of communication acceptable to both parties.
It will be impressed upon the student to contact their instructor with any questions which they may have as they work through their packets. The student will be encouraged not to wait but to ask for help when the need arises.

6. How will faculty provide feedback for completed packets?

*Answer:* Returned packets will be immediately assessed by the instructor. If the instructor identifies any areas of concern, they will follow up with the student as soon as possible to offer additional clarification of the subject matter. Instructors will also notify the student of their progress.

7. Describe the method used for exchanging packets between student and faculty.

*Answer:* There are two possible methods of exchange available.

- Packets are mailed to the student. Completed answer forms will be mailed back to the instructor in a postage paid envelope included with each packet.
- Individualized packets may be picked up and returned at designated campus locations. This form of exchange will provide for quicker turnaround times.

8. Describe the process for maintaining documentation of student packets.

*Answer:* The instructor will keep an ongoing record of who was sent packets, which packets were sent, the dates they were sent, the dates returned, and hours credited.

A weekly spreadsheet will be created that records all packets returned during a given week. The spreadsheet will include the student’s name, packet description, date returned, and proxy hours awarded for each packet that was satisfactorily completed. These spreadsheets will be used for auditing purposes. (See below.)

9. Describe how you will track the proxy contact hours to report hours for post-testing.

*Answer:* As described above, a weekly spreadsheet will be created to record all packet hours awarded. These hours will be credited to each student in Web Attendance once a week in order to reflect the previous week’s work. Reports will be run regularly as a means of identifying the total number of hours that have accumulated since the student last tested.

<table>
<thead>
<tr>
<th>Student</th>
<th>Packet Description</th>
<th>Date Returned</th>
<th>Proxy Hours</th>
</tr>
</thead>
</table>
| Learner, Larry| Contemporary, Reading Basics Introductory, McGraw Hill, 2001  
*L* 8, p. 63-66 | 5/26/20       | 2.0          |
| Student, Sara | Contemporary, Reading Basics Introductory, McGraw Hill, 2001  
*L* 7, p. 59-62 | 5/26/20       | 2.0          |
|               | Contemporary, Reading Basics Introductory, McGraw Hill, 2001  
*L* 8, p. 63-66 | 5/26/20       | 2.0          |
| **Total Hours** |                                                         |               | **6.0**     |

A copy of all approved lesson plans will be maintained in a master file and will be readily available for audits. All of the student’s returned original work will also be kept on file as proof of completion.
**Reading: Recognizing and Using Antonyms**

Pages 29–36

**CCR Standards**

R.2.2.1 Recognize synonyms, antonyms, homonyms, and homophones for identified vocabulary words presented in isolation or within a group of words.

R.2.3.1 Use prefixes, suffixes, root words, antonyms, and synonyms to determine meaning of unfamiliar words.

R.2.3.2 Identify the meaning of frequently used synonyms, antonyms, homographs, and homonyms.

**NRS Levels: 2**

**Reading Objectives**

In this lesson the student will:

1. Demonstrate an understanding of word relationships and the differences in word meanings.
2. Identify antonyms for specific words.
3. Rewrite sentences and replace identified words with antonyms to express an opposite meaning.

**Instructional Activities**


Each student will be provided a reading book as well as a teacher guided instruction sheet.

The student is expected to perform all tasks and complete all exercises as outlined below:

- Read the introduction provided on the instruction sheet to become familiar with the topic.
- Study the Guided Practice section to further develop an understanding of the concept.
- Practice improving vocabulary knowledge and writing skills by completing ALL exercises found on pages 29 – 36 in the text.
- Reinforce their understanding of antonyms by doing the antonym crossword puzzle by Education.com.

**Assessment**

The student is encouraged to contact the instructor with any questions that may arise as they progress through this learning packet. Once the packet has been completed and returned, it will be assessed by the instructor. If necessary, the instructor will contact the student to review any material which appeared problematic.

The student is to complete ALL exercises in their entirety in order to receive credit for this packet.

**Proxy Contact Hours: 4**
**Instructions to the Student**

**Recognizing and Using Antonyms**

**INTRODUCTION**

*Synonyms* are different words that have the same, or very similar, meaning. *Antonyms* are words that have an *opposite* meaning.

Understanding the opposite of a word – or exactly what the word does not mean – can lead to a better understanding of the word itself. The study of antonyms will improve your writing skills as well as your vocabulary knowledge.

**GUIDED PRACTICE**

Antonyms are words that have the opposite meaning.

For example, an antonym for *freezing* is *boiling*. An antonym for *begin* is *end*.

Choose the 2 antonyms found in each group of words shown below.

1. save   throw   spend   money
2. play   safe   watch   dangerous
3. simple easy   tough   correct
4. weary   looser   coward   winner
5. freedom athlete   rebel   obey
6. reject honor   dim   accept

**INDEPENDENT PRACTICE**

Follow the instructions as outlined below. Write all your answers on the form provided. When you have completed this lesson, please return your answer form in the envelope provided.

1. Read pages 29 through 36 in the book which you have been given, *Reading Basics-Introductory*.
2. Finish all exercises as instructed on pages 29 – 36.
   - Use complete sentences when writing your response to the exercises found on page 31.
3. Complete the antonym crossword puzzle.

**SUPPORT**

You are NOT alone! If you have any questions at all concerning this lesson, please don’t hesitate to contact your instructor. They will be glad to help.

**Answers:**

1. save, spend
2. safe, dangerous
3. easy, tough
4. looser, winner
5. rebel, obey
6. reject, accept
7. antonyms
8. synonyms
9. synonyms
10. antonyms
Answer Form

Recognizing and Using Antonyms

Name ____________________________

Date ____________________________

Reading: Contemporary, Reading Basics-Introductory, McGraw Hill, 2001
p. 29–36

Part A: Introduce
Follow the directions found on page 29. Write your answers on the lines below.

1. early ______________________
2. begin ______________________
3. new ________________________
4. last ________________________
5. small _______________________
6. empty _______________________
7. sad ________________________
8. hard ________________________

Use an antonym for the underlined word to complete the sentences below.

9. Yesterday was sunny, but today is __________________________.
10. I will start the project soon and work until I _______________ it.
11. I would rather be first in line than ________________________.
12. My water bottle is full, but yours is ________________________.
13. We got up early and worked very ________________________ into the night.
14. The bed is hard, but the pillow is ________________________.
15. One clown looked happy; the other looked ________________________.

Part B: Practice
Follow the directions found on page 30. Write your answers on the lines below.

1. gigantic_______________
2. short_______________
3. together_______________
4. arrive_______________
5. different_______________
6. subtract_______________
7. stop_______________
8. problem_______________
9. all_______________
10. thin_______________

Please fill in your answers on this form and return it in the envelope provided.
Part C: Apply
Follow the directions found on page 31. Write your answers using complete sentences.

1. ______________________________________________________________________________________
   ______________________________________________________________________________________

2. ______________________________________________________________________________________

3. ______________________________________________________________________________________

4. ______________________________________________________________________________________

5. ______________________________________________________________________________________

6. ______________________________________________________________________________________

7. ______________________________________________________________________________________

8. ______________________________________________________________________________________

9. ______________________________________________________________________________________

10. _____________________________________________________________________________________

Part D: Check Up
Follow the directions found on page 32. Write your answer choices on the line below.

1. ___________  5. ___________
2. ___________  6. ___________
3. ___________  7. ___________
4. ___________  8. ___________
Recognizing and Using Antonyms  (Continued . . .)

Part A: Introduce
Follow the directions found on page 33.
Write your answers on the lines below.

1. sleep__________________
2. calm__________________
3. begin__________________
4. filthy__________________
5. few___________________
6. rough_______________
7. open__________________
8. over__________________
9. cheap__________________
10. inside_________________

Part B: Practice
Follow the directions found on page 34.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. _____________________
Part C: Apply
Follow the directions found on page 35. Write your choices for antonyms on the blanks.

1. The ground was ______________________ after the rain, but now it is ________________________.

2. The kids _______________________ a huge sand castle, and then they ___________________ it.

3. The author’s first book was ________________________, but this one is ________________________.

4. I __________________________ many nice gifts to my family, and I __________________________ some nice ones too.

5. Yesterday the weather was ______________________, but today it is ________________________.

6. The basketball player is very ______________________, but his friend is ______________________.

7. It was _______________________ in the library as people studied but _______________________ in the gym as the crowd cheered.

8. Cars must ______________ at red lights and ____________________ when the light turns green.

9. In the tale, the hare was ____________________, and the tortoise was ____________________.

10. The strawberry tastes____________________, and the lemon is ____________________________.

Part D: Check Up
Follow the directions found on page 36. Write your answer choices on the line below.

1. __________ 6. __________
2. __________ 7. __________
3. __________ 8. __________
4. __________ 9. __________
5. __________ 10. __________
Antonym Crossword Puzzle
by Education.com

Antonym is another word for opposite.
To complete this crossword puzzle, write the antonyms of the words provided in the clues.

**Across**
2) above 15) follow
5) on 16) long
6) same 17) none
8) mean 19) play
9) dry 20) out
10) full 21) late
13) slow 22) first

**Down**
1) wrong 12) thin
3) top 13) smile
4) heavy 14) listen
7) leave 17) never
9) best 18) night
11) push