

Warren/Forest Higher Education Council Diploma Proposal

The Warren/Forest Higher Education Council in conjunction with the Warren County School District and other community partners will offer the Diploma Program to those who have made the choice to drop out of high school.

The Diploma Program would allow those who have dropped out of high school a chance to continue their education beyond earning a General Education Diploma (GED) to obtain a Warren County School District Occupational Knowledge Diploma. The Diploma Program will not duplicate or replace the IU5's GED Program. Participants are expected to earn their GED before or during the program. IU5 staff will make a recommendation on prospective candidates. The course would require an additional 160 hours of coursework beyond passing the GED exam.

The criteria for the Diploma Program will include successfully passing the GED Exam or pretesting with IU5 with a determination that the candidate can pass the GED Exam prior to the end of the Diploma Program, and all candidates must be at least 18 years of age or their class must have already graduated prior to the end of the Diploma Program.

The goals of this program are to provide educational opportunities to Warren County residents who want to receive their diploma; to decrease drop-out rates; and to provide an educated workforce for the Warren County business community. Participants will also complete a Senior Graduation Project.

The cost of the Diploma Program will be the cost of the GED Exam to Warren County residents.

The Warren County School District will provide funding for program support, diplomas, building use for graduation and other events. The District will provide supervision through reports and the Adult Education Advisory Board.

The Warren Forest Higher Education Council will provide supervision, documentation, monthly reports, attendance reports, tutors, instructors, program coordination and compliance, event and graduation planning, recruiting, advertising, registration, attendance documentation, materials, portfolios and curriculum.

Both entities will work together to bring in community support for the program through funding opportunities, media events and newsletters.

Diploma Program

Community Resources

The Diploma Candidate will use effective research and information management skills, including location of primary and secondary sources of information within traditional and emerging library techniques.

1. Participants will visit and obtain a library card from the Warren Library Association. (Make a copy to include in the portfolio.)
2. Participants will work in small groups and develop a report that includes:
 - a. Five services that the library offers.
 - b. Research: the operating cost of the library; and identify where the funds come from.
 - c. List five magazines, five resource books, and five newspapers available at the library.

Participants will learn about local organizations, agencies, and emergency facilities in the community and the services that are available.

1. A member of a local volunteer fire department will educate the participants about their organization the benefits of volunteering. Each participant will learn about the organization's function, main sources of revenue, and major services it provides.
2. School to Work, YMCA, and Head Start will meet with participants to educate them on their services.

The Diploma Candidate will analyze and critically evaluate different forms of communication, such as fact from opinion, propaganda, stereotypes, bias statements, and recognition of inconsistencies.

1. Participants will read local editorials and discuss them with the program coordinator.
2. Participants will watch news coverage on current events and discuss them with the group and program coordinator.

Occupational Knowledge and Technology

The Diploma Candidate will demonstrate his/her readiness to seek employment; pursue a career; and maintain or change careers.

1. Participants will attend the following computer applications courses: Windows, Word I, Excel I, Word II and Excel II. Each participant will receive a certificate for each course in their Career Portfolio.

Standard 3.7.10 Letter E: Apply basic computer communications systems.

E. Identify and explain various types of on-line services.
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| <ul style="list-style-type: none">• Identify and explain the function of each part in a basic network.• Describe and apply the components of a Web page and their function.• Explain and demonstrate file transfer within and outside of a computer network.• Identify, describe and complete advanced online research. |
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Standard 3.7.12 Letter E: Assess the effectiveness of computer communications systems.

E. Assess the effectiveness of a computer based communications system.
<ul style="list-style-type: none">• Transfer files among different computer platforms.• Analyze the effectiveness of online information resources to meet the needs for collaboration, research, publications, communications and productivity.• Apply knowledge of protocol standards to solve connectivity problems.

2. Students will participate in a 6-hour technical writing course to help them prepare for the Language Arts, Writing part of their GED Test. The course will cover the Basic Writing Skills, Writing Tools, Technical Writing Terminology and Business Writing.

Standard 1.5.11: A, B, D, E, F & G

A. Write with a sharp, distinct focus.
<ul style="list-style-type: none">• Identify topic, task and audience.• Establish and maintain a single point of view.
B. Write using well-developed content appropriate for the topic.
<ul style="list-style-type: none">• Gather, determine validity and reliability of, analyze and organize information.• Employ the most effective format for purpose and audience.• Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.
D. Write with a command of the stylistic aspects of composition.
<ul style="list-style-type: none">• Use different types and lengths of sentences.• Use precise language.
E. Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.
F. Edit writing using the conventions of language.
<ul style="list-style-type: none">• Spell all words correctly.• Use capital letters correctly.• Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).• Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.• Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).
G. Present and/or defend written work for publication when appropriate.

3. Participants will participate in a 3- hour leadership course with Penn State University.

Standard 13.3.11: C

C. Evaluate conflict resolution skills as they relate to the workplace:
<ul style="list-style-type: none">• Constructive criticism• Group dynamics• Managing/leadership• Mediation• Negotiation• Problem solving

4. Participants will create a professional, typed resume reflecting their employment history, education, skills, etc. during a 6-hour Resume Writing Workshop instructed by New Choices/New Options.

Standard 1.4.11: E

E. Write a personal resume.

5. Participants will participate in a 1-hour Dale Carnegie Public Speaking course.

Standard 1.6.11: C, D & E

C. Speak using skills appropriate to formal speech situations.
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- Use a variety of sentence structures to add interest to a presentation.
- Pace the presentation according to audience and purpose.
- Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience.

D. Contribute to discussions.

- Ask relevant, clarifying questions.
- Respond with relevant information or opinions to questions asked.
- Listen to and acknowledge the contributions of others.
- Adjust tone and involvement to encourage equitable participation.
- Facilitate total group participation.
- Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
- Paraphrase and summarize as needed.

E. Participate in small and large group discussions and presentations.
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- Initiate everyday conversation.
- Select and present an oral reading on an assigned topic.
- Conduct interviews.
- Participate in a formal interview (e.g., for a job, college).
- Organize and participate in informal debate around a specific topic.

6. Participants will go to the CareerLink to be advised by staff of services available at the CareerLink, and how to access posting information. Apply effective speaking and listening skills used in a job interview.

Standard 13.2.11: B, C, D & E

B. Apply research skills in searching for a job.
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- CareerLinks
- Internet (i.e. O*NET)
- Networking
- Newspapers
- Professional associations
- Resource books (that is *Occupational Outlook Handbook, PA Career Guide*)

C. Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to:

- Job application
- Letter of appreciation following an interview
- Letter of introduction
- Postsecondary education/training applications
- Request for letter of recommendation

- Resume

D. Analyze, revise, and apply an individualized career portfolio to chosen career path.

E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:

- Commitment
- Communication
- Dependability
- Health/safety
- Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)
- Personal initiative
- Self-advocacy
- Scheduling/time management
- Team building
- Technical literacy
- Technology

7. Participants will participate in a 45-minute class on Etiquette instructed by Jamestown Business College.

8. Participants will participate in a 45-minute Career Assessment course instructed by Jamestown Community College.

Standard 13.2.11: D

D. Analyze, revise and apply an individualized career portfolio to chosen career path.

9. Participants will review steps with the program coordinator on how to change careers or find employment.

Standard 13.3.11: A & F

- A. Evaluate personal attitudes and work habits that support career retention and advancement.
- F. Evaluate strategies for career retention and advancement in response to the changing global workplace.

10. Participants will review the interview process including topics on proper dress, attitude, preparation, and skills instructed by Jamestown Community College.

Standard 13.3.11: A & F

- A. Evaluate personal attitudes and work habits that support career retention and advancement.
- F. Evaluate strategies for career retention and advancement in response to the changing global workplace.

11. Participants will participate in mock interviews with Jamestown Community College. Apply effective speaking and listening skills used in a job interview.

Standard 13.2.11: A

- A. Apply effective speaking and listening skills used in a job interview.

The Diploma Candidate will demonstrate the ability to successfully make decisions, problems solving, and explore rights and responsibilities in the workplace.

1. Participants will review with the program coordinator attributes or skills that may lead to promotion in the workplace.

Standard 13.3.11: E, F & G

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| E. Evaluate time management strategies and their application to both personal and work situations.
F. Evaluate strategies for career retention and advancement in response to the changing global workplace.
G. Evaluate the impact of life-long learning on career retention and advancement. |
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2. Participants will review in small groups common workplace issues, and develop strategies for dealing with or solving common issues.

Standard 13.3.11: B & C

B. Evaluate team member roles to describe and illustrate active listening techniques:

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| <ul style="list-style-type: none">• Clarifying• Encouraging• Reflecting• Restating• Summarizing |
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C. Evaluate conflict resolution skills as they relate to the workplace:

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| <ul style="list-style-type: none">• Constructive criticism• Group dynamics• Managing/leadership• Mediation• Negotiation• Problem solving |
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3. Participants will review with the program coordinator common types of workplace discrimination.

Standard 13.2.11: E

E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:
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| <ul style="list-style-type: none">• Commitment• Communication• Dependability• Health/safety• Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)• Personal initiative• Self-advocacy• Scheduling/time management• Team building• Technical literacy |
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4. Participants will participate in a 45-minute class on Ethics instructed by Jamestown Business College.

- Participants will participate in a 15-hour Reading Comprehension class instructed by Jamestown Community College. Identify, describe, evaluate and synthesize the essential ideas in text. Identify the reading strategies that were most effective in learning from a variety of texts.

Standard 1.11.12: D, G & H

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| <p>D. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.</p> <p>G. Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>H. Demonstrate after reading level of understanding and interpretation of fiction and nonfiction text, including public documents.</p> |
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| <ul style="list-style-type: none"> • Make, and support with evidence, assertions about texts. • Compare and contrast texts using themes, settings, characters and ideas. • Make extensions to related ideas, topics or information. • Assess the validity of the document based on context. • Analyze the positions, arguments and evidence in public documents. • Evaluate the author’s strategies. • Critique public documents to identify strategies common in public discourse. |
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Government, Law & Citizenship

Participants will work with the Certified Teacher and the Program Coordinator on the following three areas:

The Diploma Candidate will demonstrate knowledge of his/her rights and responsibilities at the federal, state, and local government levels.

- The Diploma Candidate will demonstrate map reading skills, geographic patterns of their state, county, and/or world in terms of land masses and major bodies of water.

Standard 13.3.11: E, F & G

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| <p>E. Analyze the location of places and regions.</p> <p>F. Changing regional characteristics (e.g., short- and long-term climate shifts; population growth or decline; political instability)</p> |
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| <p>Criteria to define a region
(e.g., the reshaping of south Florida resulting from changing migration patterns; the U.S.-Mexico border changes as a function of NAFTA; metropolitan growth in the Philadelphia region)</p> <p>G. Cultural change (e.g., influence on people's perceptions of places and regions)</p> |
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- Participants will participate in a 20-hour volunteer program with various local agencies.
 - Graduation Project
- Participants will learn about the Commonwealth of Pennsylvania from Representative Kathy Rapp.

Standard 5.2.9: A-G

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| <p>A. Contrast the essential rights and responsibilities of citizens in systems of government.</p> |
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| <ul style="list-style-type: none"> • Autocracy • Democracy • Oligarchy • Republic |
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- B. Analyze citizens' rights and responsibilities in local, state and national government.
- C. Analyze skills used to resolve conflicts in society and government.
- D. Analyze political leadership and public service in a republican form of government.
- E. Explain the importance of the political process to competent and responsible participation in civic life.
- F. Analyze the consequences of violating laws of Pennsylvania compared to those of the United States.
- G. Analyze political and civic participation in government and society.

4. Participants will discuss current events.

Standard 5.3.12: A-K

- A. Analyze and evaluate the structure, organization and operation of the local, state, and national governments including domestic and national policy-making.
- B. Analyze the responsibilities and powers of the national government.
- C. Evaluate the process of how a bill becomes the law on federal, state, and local levels.
- D. Evaluate how independent government agencies create, amend and enforce regulations.
- E. Evaluate the roles of political parties in election campaigns.
- F. Evaluate the elements of the election process.
- G. Evaluate how the government protects or curtails individual rights and analyze the impact of supporting or opposing those rights.
- H. Evaluate the impact of interest groups on the political process.
- I. Evaluate how and why government raises money to pay for its operations and services.
- J. Evaluate the role of media in political life in the United States and explain the role of the media in setting the public agenda.
- K. Evaluate the strengths and weaknesses of various systems of government.

- Autocracy
- Democracy
- Oligarchy
- Republic

Standard 5.2.12: A-G

- A. Evaluate an individual's civic rights, responsibilities and duties in various governments.
- B. Evaluate citizens' participation in government and civic life.
- C. Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.
- D. Evaluate political leadership and public service in a republican form of government.
- E. Analyze how participation in civic and political life leads to the attainment of individual and public goals.
- F. Evaluate how individual rights may conflict with or support the common good.
- G. Evaluate what makes a competent and responsible citizen.

Global Studies

Certified teacher will provide educational support in the following three areas:

1. Visual and performing arts and literature, and discuss the historical and cultural context of where they were created.

Standard 9.2.12: A-K

A. Know and use the elements and principles of each art form to create works in the arts and humanities.	
• Elements	<ul style="list-style-type: none">➤ Dance: • energy/force • space • time➤ Music: • duration • intensity • pitch • timbre➤ Theatre: • scenario • script/text • set design➤ Visual Arts: • color • form/shape • line • space • texture • value
• Principles	<ul style="list-style-type: none">➤ Dance: • choreography • form • genre • improvisation • style • technique➤ Music: • composition • form • genre • harmony • rhythm • texture➤ Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice➤ Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony
B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.	
	<ul style="list-style-type: none">• Dance: • move • perform • read and notate dance • create and choreograph • improvise• Music: • sing • play an instrument • read and notate music • compose and arrange • improvise• Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct• Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media
C. Integrate and apply advanced vocabulary to the arts forms. Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).	
D. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.	
E. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.	
G. Analyze the effect of rehearsal and practice sessions.	
H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.	
	<ul style="list-style-type: none">• Evaluate the use and applications of materials.• Evaluate issues of cleanliness related to the arts.• Evaluate the use and applications of mechanical/electrical equipment.• Evaluate differences among selected physical space/environment.• Evaluate the use and applications of safe props/stage equipment.• Evaluate the use and apply safe methods for storing materials in the arts.

2. Racial, ethnic, religious, and social groups in the community, nation, and world.

Standard 8.2.12: C

C. Analyze and assess the rights of the people as listed in the Pennsylvania Constitution and the Constitution of the United States.	
	<ul style="list-style-type: none">• Belief Systems and Religions (e.g., Buddhism, Christianity, Hinduism, Islam, Judaism)• Commerce and Industry (e.g., work of defense industries, rise and decline of the steel industry, increase of service industries)• Innovations (e.g., polio vaccine, air pollution examined, nuclear power plants)• Politics (e.g., Great Depression special legislative session, creation of the state income tax)• Settlement Patterns (e.g., growth and decline of cities, coal towns, Pittsburgh Renaissance)

- Social Organization (e.g., creation of the State Soil Conservation Commission, First Amendment challenges to education, social services)
- Transportation (e.g., Pennsylvania Turnpike, Interstate highways, international airports)
- Women’s Movement (e.g., League of Women Voters, Commission on Women)

Science

1. How genetic information is inherited and expressed. Explain the relationship between structure and function at all levels of organization.

Standard 3.3.12: A, B, C

A. Explain the relationship between structure and function at all levels of organization.

- Identify and explain interactions among organisms (e.g., mutually beneficial, harmful relationships).
- Explain and analyze the relationship between structure and function at the molecular, cellular and organ-system level.
- Describe and explain structural and functional relationships in each of the five (or six) kingdoms.
- Explain significant biological diversity found in each of the biomes.

B. Analyze the chemical and structural basis of living organisms.

- Identify and describe factors affecting metabolic function (e.g., temperature, acidity, hormones).
- Evaluate metabolic activities using experimental knowledge of enzymes.
- Evaluate relationships between structure and functions of different anatomical parts given their structure.
- Describe potential impact of genome research on the biochemistry and physiology of life.

C. Explain gene inheritance and expression at the molecular level.

- Analyze gene expression at the molecular level.
- Describe the roles of nucleic acids in cellular reproduction and protein synthesis.
- Describe genetic engineering techniques, applications and impacts.
- Explain birth defects from the standpoint of embryological development and/or changes in genetic makeup.

D. Analyze the theory of evolution.

- Examine human history by describing the progression from early hominids to modern humans.
- Apply the concept of natural selection as a central concept in illustrating evolution theory.

2. The value of water as a natural resource

Standard 4.1.12: A-E

A. Analyze the principles and history of hydrology

B. Analyze the operation and effectiveness of a water purification and desalination system.

C. Evaluate the pros and cons of surface water appropriation for commercial and electrical use.

D. Analyze the historical development of water use in Pennsylvania (e.g., recovery of Lake Erie).

E. Compare the marine life and type of water found in the intertidal, neritic and bathyal zones.

Mathematics

1. 45-hour Pre-algebra course that will be taught by a certified teacher.
 - a. The Diploma Candidate will use various computations, measurements, graphs, and estimation to solve practical problems.

Standard 2.1.8: A-G

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| <ul style="list-style-type: none"> A. Represent and use numbers in equivalent forms (e.g., integers, fractions, decimals, percents, exponents, scientific notation, square roots). B. Simplify numerical expressions involving exponents, scientific notation and using order of operations. C. Distinguish between and order rational and irrational numbers. D. Apply ratio and proportion to mathematical problem situations involving distance, rate, time and similar triangles. E. Simplify and expand algebraic expressions using exponential forms. F. Use the number line model to demonstrate integers and their applications. G. Use the inverse relationships between addition, subtraction, multiplication, division, exponentiation and root extraction to determine unknown quantities in equations. |
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Standard 2.2.8: A-F

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| <ul style="list-style-type: none"> A. Complete calculations by applying the order of operations. B. Add, subtract, multiply and divide different kinds and forms of rational numbers including integers, decimal fractions, percents and proper and improper fractions. C. Estimate the value of irrational numbers. D. Estimate amount of tips and discounts using ratios, proportions and percents. E. Determine the appropriateness of overestimating or underestimating in computation. F. Identify the difference between exact value and approximation and determine which is appropriate for a given situation. |
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Health & Self Awareness

The Diploma Candidate will demonstrate knowledge of injury prevention, treatment, and the ability to respond to emergency situations.

1. Each participant will successfully complete and pass a CPR/First Aid course. Their Certificate will become part of their portfolio.

Standard 10.3.12: B

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| B. Analyze and apply strategies for the management of injuries. |
| <ul style="list-style-type: none"> • CPR • advanced first aid |
| Describe and apply strategies for emergency and long-term management of injuries. |
| <ul style="list-style-type: none"> • rescue breathing • water rescue • self-care • sport injuries |

2. The EMA will meet with participants to give an overview of services, and will also help participants understand how to develop their own personal plan.

Standard 10.3.9: B

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| B. Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community. |
| <ul style="list-style-type: none"> • modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle) • violence prevention in school • self-protection in the home |

- self-protection in public places
- Evaluate the benefits, risks and safety
- factors associated with self-selected
- life-long physical activities.

The Diploma Candidate will recognize and demonstrate the ability to apply guidelines of proper nutrition through the stages of one's life.

1. Penn State Cooperative Extension will provide the nutritional information.

Standard 11.3.9: A-G

- A. Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).
- B. Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.
- C. Analyze the impact of food addictions and eating disorders on health.
- D. Analyze relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).
- E. Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.
- F. Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).
- G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation.

Standard 10.1.12: B & C

B. Evaluate factors that impact the body systems and apply protective/ preventive strategies.

- fitness level
- environment (e.g., pollutants, available health care)
- health status (e.g., physical, mental, social)
- nutrition

C. Analyze factors that impact nutritional choices of adults.

- cost
- food preparation (e.g., time, skills)
- consumer skills (e.g., understanding food labels, evaluating fads)
- nutritional knowledge
- changes in nutritional requirements (e.g., age, physical activity level)