



LORING JOB CORPS ACADEMIC PROGRAM OF STUDIES 2023



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Loring Job Corps Center Program of Studies

The Loring Job Corps Academic team is dedicated to helping students reach their academic goals and gain employability skills that will enable them to be successful and contributing citizens within the community. This includes strengthening communication, literacy, numeracy, and technology skills, as well as essential life and social skills. We use a variety of research-based instructional strategies within our classrooms and apply the College & Career Readiness standards throughout our curricula.

The following guide outlines the academic programs offered at Loring Job Corps Center and their corresponding requirements and course descriptions.

Pre-requisites

All students are eligible to be enrolled in any of the academic programs at Loring Job Corps Center upon scoring an EFL 2 on the reading/literacy TABE test and/or an EFL 3 on the mathematics/numeracy TABE test. Students identified as ESL will be given a CASAS placement test prior to TABE locator testing and enrollment into an academic program in order to identify areas of support needed for testing and program enrollment.

Grading and Proficiency

Loring Job Corps Center utilizes the following grading scales:

<u>Course Completion/Letter Grades</u>		<u>Proficiency of Standards</u>	
Letter Grade	Percentage (%)	Grading Scale	
A	90-100%	4	Advanced
B	80-89%	3	Proficient
C	70-79%	2	Basic
D	60-69%	1	Below Basic
F	0-59%		

Test of Adult Basic Education (TABE) Program:

Students who have obtained their high school diploma or high school equivalency credentials may still benefit from basic skill development in the areas of literacy and/or numeracy. The following courses have been established to provide instruction and skill development for students in the TABE testing program.



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College & Career Readiness: (Literacy, Numeracy)

This course focuses on basic skill development in the area of literacy. Informational texts, literature, historical texts and documents, and other materials are used to support skill development in basic academic skills such as:

- Understanding, interpreting, and analyzing a broad range of literary and informational texts
- Recognizing and producing standard American English
- Composing, editing and revising written text
- Comparing and contrasting texts and ideas
- Interpreting, analyzing, and evaluating information presented in various forms, such as documents, posters, cartoons, timelines, maps, charts, etc.
 - This course also focuses on basic skill development in the areas of numeracy. Mathematical knowledge and competencies such as numerical operations, measurement, estimation, data interpretation and logical thinking are emphasized through a wide range of learning activities and practical problem solving, including scientific content knowledge and principles of scientific inquiry.

High School Diploma Programs and Courses:

Loring Job Corps Center offers three diploma program options for students to meet their wide ranging interests, goals, and academic needs.

HSD 1 - PennFoster High School

Students may be enrolled in the PennFoster online high school program. This program requires students to earn a total of 22 credits. All course content is available online, and students will receive instructional support through direct instruction and additional resources within the classroom. Required course credits and course descriptions are listed below.

- **Orientation (0.5 Credit)**
 - This course focuses on the skills required to ensure student success in the program, such as understanding how to use the Student Portal, exploring resources available to the student, identifying good study skills for different types of learners, using good time management skills, getting help with lessons. Additionally, this course includes instruction around life skills, including examining methods to obtain greater financial independence, describing how to build stronger personal and professional relationships, identifying career options and career resources, effectively using a computer and critical computer programs.
- **Digital Citizenship (0.5 Credit)**
 - In this course, students learn to recognize how to use digital technology ethically and effectively to obtain information, describe the importance of access to digital technology to communicate and perform tasks, and describe how to protect digital data and how to safely use digital technology for commerce.



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Human Relations (1 Credit)

The goal of this course is to enhance interpersonal skills to enable success in the future. Students will meet the following objectives:

- Describe how to build and maintain positive relationships
- Explain how a positive attitude affects human relations
- Discuss how to work with supervisors
- Explain the productivity equation
- Describe the relationship between frustration and aggression
- Describe how to avoid being late or absent
- Discuss how to identify and repair injured relationships.

Art Appreciation (1 Credit)

The goal of this course is to learn about various forms of art throughout history, from prehistoric to modern. The course also discusses elements of design, symbolism, and purposes of art to enable students to evaluate the meaning and quality of individual works.

English Language Arts 1 (1 Credit)

In this course, students will explore and analyze informational texts, explore language in nonfiction material, learn how to avoid plagiarism, analyze poetry, and explore language in fictional works. Students will develop writing skills in narrative writing, poetry analysis, and comparative writing.

Pre-Algebra (1 Credit)

The focus of the Pre-Algebra course is to build the foundation for success in the study of algebra. Students practice skills that include place value and the operations of addition, subtraction, multiplication, and division. Students will compare and create shapes, find trends, and display data. Students will develop an understanding of algebraic vocabulary; solve one-step and two-step equations; add, subtract, multiply, and divide rational numbers, integers, and fractions; and use equal fraction strategies. Students will find factors and multiples of whole numbers and write simple algebra expressions using numbers and variables, as well as apply algebra concepts to shapes and use standard units of measure.

Fitness & Nutrition (1 Credit)

In this course, students will learn the key components of nutrition, guidelines for cardiorespiratory exercise, safety issues, and stress management techniques. Students objectives include:

- Explain the relationship between calories and energy
- Explain how carbohydrates, fats, and proteins fit into a healthy eating plan
- Select healthy ingredients and preparation methods
- Analyze food labels, recipes, and menus for total calories, fat, protein, carbohydrate, sodium, and fiber content
- List the advantages of cardiorespiratory fitness
- Recognize symptoms of common injuries and identify how to prevent them
- Explain the different types of stress and how they impact the body. Recognize physical and psychological symptoms of stress
- Explain how fitness benefits your physical and mental well-being.



American History (1 Credit)

Students will learn about the following historical topics/time periods, including key events, people, and impact on society:

- First Americans to a New Nation
- The New Republic
- The 1790s To The Start Of The Civil War
- The Civil War Through Reconstruction
- The Gilded age Through The Roaring Twenties
- The Great Depression to the Start of the Cold War
- The 1960s to the Present

English Language Arts 2 (1 Credit)

In this course, students will apply close reading strategies to make inferences in nonfiction texts while using basic English language conventions. Students will use evidence from informational texts to support a position on a topic and analyze the use of figurative, literal, and nonliteral language in poetry and a short story. Students will also restate details and examples from the text when explaining how characters develop and interact in a novel. Students will meet the following objectives:

- Use close reading strategies to make inferences in nonfiction texts
- Apply basic English language conventions in nonfiction texts
- Use evidence from informational texts to support a position on a topic
- Recognize the use of figurative, literal, and non-literal language in poetry and a short story
- Restate details and examples from the text when explaining how characters develop and interact in a novel

Algebra 1 (1 Credit)

Students will develop and practice skills in the following algebraic topics:

- Ratios and Proportions
- Number System
- Expressions and Equations
- Linear Equations and Systems of Linear Equations
- Exponential Functions
- Quadratic Functions

Earth Science (1 Credit)

This course aims to introduce students to a variety of topics that involve the Earth. Students will learn about geology, oceanography, meteorology, environmental science, and astronomy. Students will meet the following objectives:

- Explain the basic principles and methods of earth science
- Discuss the various surface processes on Earth
- Identify features of Earth's atmosphere and oceans
- Explain the causes of geologic activity
- Describe the impact of human activity on natural resources
- Explain the formation and properties of the solar system and universe.



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Civics (1 Credit)

This course is designed to inform students about the basic purposes of government and how modern governments differ from one another. Students will meet the following objectives:

- Describe the different types of government and give examples of each
- Summarize the process used to ratify the Constitution
- Describe the three main parts of the Constitution and explain what each part includes
- Describe the process for amending the Constitution
- Describe the powers and responsibilities of the three branches of the federal government
- Outline the process by which laws are made
- Summarize some of the landmark cases handled by the Supreme Court
- Briefly describe the ways in which state and local governments operate
- Explain the rights and responsibilities of citizens in a democratic nation
- Summarize the process for electing a president of the United States.

English Language Arts 3 (1 Credit)

In this course, students will analyze and cite evidence to support analysis of history, social studies, science, and technology-related texts as well as their graphics. Students will review the use and impact of word choice, tone, and figurative language in a play and explore the theme in literary narratives. Students will also summarize key details, events, and characteristics in a novel and write a structured argument with relevant evidence to support a claim. Students will meet the following objectives:

- Use evidence to support analysis of history or social studies texts and paired graphics
- Cite evidence to support analysis of scientific or technology-related texts and paired graphics
- Analyze the use and impact of word choice, tone, and figurative language in a play
- Infer a clear central idea or theme in somewhat challenging literary narratives or their paragraphs
- Summarize key details, events, and characteristics in a somewhat challenging novel
- Write a structured argument with relevant evidence to support a claim

Biology & Lab (1 Credit)

This course begins with the main characteristics shared by every living thing. Students will study the chemistry of molecules, cells, organisms, and the interdependence of living things and their environments. Students will relate cell structures and parts to life-sustaining functions and study DNA, genetics, inheritance, evolution, and life forms. Students will also review the human body.

Geometry (1 Credit)

Students will develop and practice skills in the following geometry topics:

- Review of Algebra
- Geometry Basics
- Coordinate Planes and Transformations
- Angles, Triangles, Congruence, and Similarity
- Area and Volume
- Making Inferences from Simple Data Sets



World History (1 Credit)

This course summarizes ancient civilizations, then focuses on events and peoples in world history from 1450 to the present. Students will meet the following objectives:

- Recognize features and achievements of ancient civilizations, and Europe during the Renaissance and Age of Exploration
- Compare society and politics of world regions during the period of 1500-1800
- Explain causes of revolution, impacts of industrialization on society, and factors leading to development of global empires during the period of 1750-1914
- Describe how the Great War, Great Depression, and nationalism affected world regions
- Describe how World War II, the Cold War, and economic globalization affected world regions

Physical Science (1 Credit)

In this course, students will develop knowledge and practice skills related to the following physical science concepts:

- Motion
- Heat, a Form of Energy
- Waves: Light and Sound
- Chemistry
- Electricity and Electronics

English Language Arts 4 (1 Credit)

In this course, students will review foundational history texts and conceptual science and technology texts using US primary source documents and multimedia or quantitative formats. Students will draw simple, logical conclusions about more challenging world literature passages and analyze how an author's word choice and structure shape meaning, style, and tone. Students will explore a cultural experience in world literature, citing text to highlight key details and themes. Students will also study one act of Shakespeare, using close-reading strategies to explain character relationships and thematic structure. Finally, students will write an informative assignment to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Students will meet the following objectives:

- Utilize multimedia to support academic presentations and writing
- Draw simple, logical conclusions about more challenging world literature passages
- Recognize how an author's word choice and structure shape meaning, style, and tone in more challenging literature
- Analyze a cultural experience in world literature, citing the text to highlight key details and themes
- Examine one act of Shakespeare, using close reading strategies to explain character relationships and thematic structure
- Apply content area literacy skills to craft a research paper

Electives (5 Credits)

PennFoster offers a variety of general, vocational, and academic/college preparation electives (PennFoster Course Guide, 2020).



High School Equivalency (HSE) Program:

An alternative to the high school diploma, HiSET testing is built upon the College & Career Readiness Standards and gives students an opportunity to demonstrate their skills and knowledge and earn a state-issued high school equivalency credential. This credential is accepted everywhere, and students are able to move through the course material at their own pace prior to testing. All students complete a set of pre-tests prior to taking the official HiSET tests. Tests are administered in the following content areas: Reading, Science, Social Studies, Mathematics, and Writing.

In addition to the courses listed below, students may be enrolled in the College & Career Readiness 1 and 2 courses for basic skill development as part of their completion of the HSE program.

Reading: The Language Arts – Reading test provides evidence of a candidate’s ability to understand, comprehend, interpret, and analyze a variety of reading material. The Language Arts – Reading test forms will include 40 percent of texts that are literary and 60 percent of texts that are informational. Students will be required to read a broad range of high-quality literary and informational texts. The selections are presented in multiple genres on subject matter that varies in purpose and style. The selections will span various forms (e.g., narratives, memoirs, essays, biographical sketches, editorials, and poetry).

In the Reading test preparation course, students will develop the following skills:

- Demonstrate understanding of explicit details in the text
- Determine the meaning of words and phrases as they are used in the text
- Analyze the impact of specific word choices on meaning and tone
- Make and support inferences from the text
- Draw conclusions or deduce meanings not explicitly present in the text
- Infer the traits, feelings, and motives of characters or individuals
- Interpret information presented in different formats (e.g., charts, graphs, tables) and apply to understanding of the text
- Interpret nonliteral language (e.g., figurative language, symbolism, connotation)
- Determine the main idea, topic, or theme of a text; summarize key details and ideas
- Determine the author’s or speaker’s purpose or viewpoint
- Analyze individuals, events, and ideas and how they develop and interact over the course of a text (e.g., through comparisons, contrasts, analogies, time lines)
- Recognize aspects of an author’s style, structure (e.g., chronological, cause-effect), mood, or tone (e.g., objective, humorous, solemn)
- Evaluate arguments or use of literary devices (e.g., foreshadowing, flashback, irony)
- Draw conclusions and make generalizations based on several pieces of textual evidence
- Make predictions based on several pieces of textual evidence
- Compare and contrast elements (e.g., structure, style, point of view) of two or more texts
- Analyze how two or more texts present similar information, topics, or themes



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Science: The Science test provides evidence of a candidate’s ability to use science content knowledge, apply principles of scientific inquiry, and interpret and evaluate scientific information. Most of the questions in the test are associated with stimulus materials that provide descriptions of scientific investigations and their results. Scientific information is based on reports that might be found in scientific journals. Graphs, tables, and charts are used to present information and results. The science situations use material from a variety of content areas such as: physics, chemistry, botany, zoology, health, and astronomy. The questions may ask candidates to identify the research question of interest, select the best design for a specific research question, and recognize conclusions that can be drawn from results. Candidates also may be asked to evaluate the adequacy of procedures and distinguish among hypotheses, assumptions, and observations.

In the science test preparation course, students will develop the following skills:

- **Life Science**

- Understand organisms, their environments, and their life cycles
- Understand the interdependence of organisms (e.g., interpret interactions among organisms, such as predation, mutualism, and competition)
- Recognize the relationships between structure and function in living systems
- Understand the human body systems including the role of DNA, chromosomes, and specialized cells (e.g., compare the structures of different types of biomolecules, such as carbohydrates, lipids, and proteins)

- **Physical Science**

- Recognize physical properties such as volume, mass, color, and temperature
- Recognize concepts relating to the position and motion of objects (e.g., investigate how an object’s motion changes when a net force is applied)
- Understand principles of light, heat, electricity, and magnetism (e.g., demonstrate that moving electric charges produce magnetic forces)
- Understand the principles of matter and atomic structure (e.g., understand that the properties of elements are based on the patterns of electrons in the outermost energy level of atoms)
- Understand the principles of chemical reactions

- **Earth Science**

- Recognize the properties of earth materials and the usefulness of some earth materials to humans
- Understand Earth’s systems, processes, geologic structures, and time (e.g., analyze the effects on areas impacted by natural events, such as tectonic movement or flooding)
- Understand Earth’s movements and position in the solar system
- Understand the sun, other stars, and the solar system (e.g., interpret data to identify the stages in the life cycle of a star)

Social Studies: The Social Studies test provides evidence of a candidate’s ability to use social studies content knowledge as well as analyze and evaluate various kinds of social studies information. The test uses materials from a variety of content areas, including history, political science, geography, and economics. Primary documents, posters, cartoons, timelines, maps, graphs, tables, charts, and reading passages may be used to present information. The questions may ask candidates to distinguish statements of fact from opinion; recognize the limitations of procedures and methods; and make judgments about the reliability of sources, the validity of inferences and conclusions, and the adequacy of information for drawing conclusions



In the social studies test preparation course, students will develop the following skills:

- **History**
 - Analyze historical sources and recognize perspectives (e.g., political cartoons, letters, documents)
 - Identify interconnections among the past, present, and future
 - Understand specific eras in U.S. and world history, including the people who have shaped them and the political, economic, and cultural characteristics of those eras (e.g., River Valley Civilizations, Classical Civilizations, Age of Exploration, American Revolution, Early National Era, Civil War and Reconstruction, Gilded Age, World War I, Great Depression and New Deal, World War II, Cold War)
- **Civics/Government**
 - Understand the role of the citizen in a democratic society, including rights and responsibilities, and informed participation (e.g., voters, officeholders, political party members, public meetings, petitions)
 - Recognize the structure and functions of different levels of government in the United States, including concepts of power and authority (e.g., powers reserved to states, constitutional principles, implied powers)
 - Understand the purposes and characteristics of various governance systems, with particular emphasis on the U.S. government (e.g., republic, democracy, parliamentary, monarchy, communism, founding documents)
- **Economics**
 - Recognize fundamental economic concepts, including principles of supply and demand (e.g., scarcity, needs and wants, competition)
 - Understand government involvement in the economy, including comparative economic systems and globalization (e.g., fiscal and monetary policy, trade barriers, labor markets)
 - Understand consumer economics (e.g., savings, interest rates, credit, advertising, choice)
- **Geography**
 - Understand concepts and know terminology of physical and human geography
 - Use geographic concepts to analyze spatial phenomena and discuss economic, political, and social factors (e.g., regions, borders, migration, standard of living, cultural diffusion)
 - Interpret maps and other visual and technological tools, and analyze case studies (e.g., contour maps, population pyramids, climographs)

Mathematics: The Mathematics test assesses mathematical knowledge and competencies. The test measures a candidate's ability to solve quantitative problems using fundamental concepts and reasoning skills. The questions present practical problems that require numerical operations, measurement, estimation, data interpretation, and logical thinking. Problems are based on realistic situations and may test abstract concepts such as algebraic patterns, precision in measurement, and probability.

In the mathematics test preparation course, students will develop the following skills:

- Understand Mathematical Concepts and Procedures
- Select appropriate procedures
- Identify examples and counterexamples of concepts



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- Analyze and Interpret Information
- Make inferences or predictions based on data or information
- Interpret data from a variety of sources
- Synthesize Data and Solve Problems
- Reason quantitatively
- Evaluate the reasonableness of solutions

Writing: The Language Arts – Writing test provides information about a candidate’s skill in recognizing and producing effective standard American written English. The multiple-choice questions measure a candidate’s ability to edit and revise written text. The essay question measures a candidate’s ability to generate and organize ideas in writing. The multiple-choice questions require candidates to make revision choices concerning organization, diction, and clarity, sentence structure, usage, and mechanics. The test questions are embedded in complete texts, which span various forms (e.g., letters, essays, newspaper articles, personal accounts, and reports).

In the writing test preparation course, students will develop the following skills:

- **Organization of Ideas**
 - Select logical or effective opening, transitional, and closing sentences
 - Evaluate relevance of content
 - Analyze and evaluate organizational structure of a text or portion of a text
 - Recognize logical transitions (e.g., however, consequently, likewise) and related words and phrases
- **Language Facility**
 - Recognize appropriate use of phrases and clauses, parallel structure, and modifier placement
 - Recognize effective and varied use of compound, complex, and compound-complex sentences
 - Recognize idiomatic usage (e.g., phrases like “to miss the boat,” “to cut corners,” “to feel under the weather”)
 - Express ideas precisely, maintaining appropriate style and tone
 - Analyze nuances in the meaning of words with similar denotations (e.g., the shades of meaning among look, glance, stare, glare, and scowl)
- **Writing Conventions**
 - Recognize correct forms of verbs, modifiers, and pronouns (e.g., comparative vs. superlative adjectives; subjective vs. objective pronoun case)
 - Maintain grammatical agreement (e.g., subject-verb or pronoun-antecedent) and avoid inappropriate shifts in verb tense or pronoun number and person
 - Recognize and correct incomplete sentence fragments and run-ons
 - Recognize correct capitalization, punctuation (e.g., commas, semicolons, colons, dashes, quotation marks, ellipses), and spelling
 - Use reference sources (e.g., dictionaries, thesauruses, glossaries) appropriately



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- **Development of a Central Position or Claim**
 - Focus on central position, supporting ideas
 - Explanation of supporting ideas
 - Command over writing an argument
- **Organization of Ideas**
 - Introduction and conclusion
 - Sequencing of ideas
 - Paragraphing
 - Transitions
- **Language Facility**
 - Word choice
 - Sentence structure
 - Expression and voice
- **Writing Conventions**
 - Grammar
 - Usage
 - Mechanics

Student Support: Loring Job Corps Center is committed to supporting all students toward academic success and strives to ensure that learning environments facilitate and support each student's career development as outlined in the Policy and Requirements Handbook. Students with disabilities are provided the opportunity to request and receive reasonable accommodation in accordance with Section 188 of the Workforce Innovation and Opportunity Act of 2014, Section 504 of the Rehabilitation Act of 1973, and their implementing regulations.

Identifying Students Who Are Struggling: Loring Job Corps Center identifies students who are struggling by means of assessment, classroom observation, instructor feedback, and student feedback. Students who score below eligibility requirements for enrolling in an academic program will be assigned to skill development courses and an Evening/Weekend Studies course until he/she meets eligibility requirements. Students who are receiving below passing grades (59% or below) and/or are at Basic or Below Basic level of proficiency in 50% or more of the College & Career Readiness standards covered in their courses will be identified as struggling and will be assigned to an Evening/Weekend studies course/s as determined by the Academic Manager.

Instructor Guides: In order to support instructors in delivering course material effectively, Loring Job Corps Center provides a wide range of resources, including professional development training in research-based instructional strategies, classroom management, and College & Career Readiness standards. Instructors are also provided with resources specifically designed by and/or for program partners and their respective courses. Classroom observations are used to evaluate course design, ensure effective instructional strategies are in use, and provide valuable feedback for instructor support and professional development opportunities.

For additional information regarding courses, pacing, standards, and learning activities, please refer to course syllabi.



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