YouthBuild Providence
My Neighborhood Project
(Social Studies)
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<th>Unit: 1 Social Studies</th>
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<tbody>
<tr>
<td>Lesson #: 3</td>
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<tr>
<td><strong>Title:</strong> Collecting Data about Our Neighborhoods</td>
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<tr>
<td><strong>Materials:</strong> Internet, large post-its, TPP website, color printer?, model information pieces</td>
</tr>
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<td><strong>Content Objective:</strong> Students will use various sources to gather different kinds of information about their neighborhoods and streets for the purpose of later analysis</td>
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<td><strong>Directions/Mini-Lesson:</strong></td>
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<td>3. Model what you want them to do by showing them several pieces of information and then summarizing and describing you've done.</td>
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<td><strong>Guided Practice:</strong> Have students get the information they need from the TPP website, and make sure they are able to describe what kind of information it is. They can also Google the name of the neighborhood. Students are required to find at least 5 pieces of information about their neighborhoods and summarize each piece as well as identify what kind of information it provides.</td>
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<tr>
<td><strong>Individual Practice:</strong> Writing summaries/genre identification</td>
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<tr>
<td><strong>Assessment/Wrap-Up</strong> Students present the information they have found by summarizing and describing it.</td>
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Neighborhood Project

Due ____________________________

You will be using the data you collected and the questions you’ve posed about it to complete a project on your neighborhood.

**The project should present the data, your questions, your answers, and any conclusions you come to about your neighborhood.**

You must choose one of the following goals for your project:

☐ I will be using this project to develop an idea for a service learning project or service learning focus for Unit 2 according to the issues that I’ve identified as most important to me in my neighborhood. I will present this idea to my service group in unit 2.

☐ I will be using this project to educate staff and other students about my neighborhood.

☐ I will be using this project as a way to make a recommendation to my city council person about an issue that needs to be addressed in my neighborhood.

*Your project should be typed and ready to be either uploaded to the web portfolio or entered in a hard copy portfolio.*
**Unit:** 1 Social Studies

**Lesson #:** 1

**Title:** Interpreting GED Visual Materials- Graphs, Charts, and Maps

**Materials:** GED Practice Test PA (questions 1, 2, 6, 15, 16, 20-23), practice packets

**Content Objective:**
Students will discuss ways to analyze graphs, maps and charts, and develop a list of questions to ask themselves when confronted with visual materials

**Language Objective:**
Activating Prior Knowledge, Asking Questions, Predicting, making inferences

**Directions/Mini-Lesson:**
1. Looking at each of the visuals in turn, have students talk about what they do first, next, and so on. Do read-aloud, think-aloud for the first few to get discussion going.
2. See if the class can come up with a list for how to tackle visual displays in relation to text and questions. Do they have different lists for each of the different types of displays? Are there some things that are already the same? (See if you can cover all the different reading strategies in the language objective)

**Guided Practice:**
Give students some visuals to practice with. Help them write something as they go through each step.

**Individual Practice:**
GED Practice Questions about social studies- homework?

**Assessment/Wrap-Up**
Does your process for interpreting visual displays apply to all of them? Why or why not?
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Students will analyze text structure and choose genre for the purpose of classifying information about their neighborhoods, and practice summarizing information |
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| **Directions/Mini-Lesson:**  
1. Ask students the difference between data, experiential, and anecdotal information.  
2. Ask students where they would find these kinds of information about their neighborhoods.  
3. Model what you want them to do by showing them several pieces of information and then summarizing and describing you’ve done. |
|----------------------------------------------------------------------------------------------------------------------------------|

| **Guided Practice:**  
Have students get the information they need from the TPP website, and make sure they are able to describe what kind of information it is. They can also Google the name of the neighborhood. Students are required to find at least 5 pieces of information about their neighborhoods and summarize each piece as well as identify what kind of information it provides. |
|----------------------------------------------------------------------------------------------------------------------------------|

| **Individual Practice:**  
Writing summaries/genre identification |
|----------------------------------------------------------------------------------------------------------------------------------|

| **Assessment/Wrap-Up**  
Students present the information they have found by summarizing and describing it. |
|----------------------------------------------------------------------------------------------------------------------------------|
Social Studies Lesson 2: Providence Neighborhoods

Materials:

Content Objective: sts. will learn how to use the Providence Plan website and navigate websites in general to find and use information. Sts. will use the information they find and the conclusions they drew to make an action plan for service learning.

Language Objective:
Sts. will use graphs, charts, and written narrative information to explore their neighborhoods in depth.

Lesson:
Have sts. read questions to determine what they’ll be looking for. See if they can tell you where the answers might be found (website? Personal experience?)
Using overhead projector, go through website with sts.
Model answering questions using information about Mt. Hope (make sure no students live there first.) Model how some of their answers will be short written and some will be long and require them to use their own ideas.
Make sure all sts. know which neighborhood they live in using Providence map.

Practice:
Sts. use TPP website to answer questions in pairs/groups.

Assessment:
- Student written responses
- What new information did you learn today? Where and how did you find it?
- Go through some questions as a class.
- What was some vocabulary that came up today that made it difficult to get information?
- Whole-class discussion: What should we do with this information? Can we decide as a class on any service learning that we’d like to do? Based on what you know about local government and community organizations, who should we call to put some of these service-learning projects into place? (Should this be done small group then large group?) (Should they be asked to write up the action plan?)

KEY QUESTION: How did you use the process you came up with yesterday to look at some of this information? How was it helpful or not helpful?
Please Write Responses to Each of the Following Questions on a Separate Piece of Paper.

**Website/Background Knowledge Questions:**
1. Where do you live (what neighborhood)?
2. What neighborhoods border on your neighborhood?
3. What kinds of businesses are there in your neighborhood?
4. What kinds of community organizations and non-profits are in your neighborhood? What services do they offer?
5. How old are people in your neighborhood? Is it mostly old people or young people?
6. Do most people own or rent? How much does a single-family house cost in your neighborhood? A multi-family house?
7. Are there schools in your neighborhood? Are there parks?
8. How does your neighborhood look/feel/smell/taste/sound?
9. What are some things you like and dislike about your neighborhood?
10. What are some events/places/people who have influenced your neighborhood’s history?
11. What does median income mean? What are the median incomes in your neighborhood?
12. **How does your neighborhood compare to other neighborhoods in terms of these questions (compare with a partner)?**

**Thinking and Talking Questions:**
1. How is your neighborhood different now than it was 10 years ago? 50 years ago?
2. What do you think your neighborhood will be like in the future? Why do you think it will be like that?
3. What changes would you make to improve your neighborhood based on what you’ve seen? What changes do you think the city should make? How would these changes directly benefit your neighborhood?
4. Give an example of how one problem you identified in your neighborhood is connected or related to another problem you identified in your neighborhood.
5. Given what you’ve read and written about your neighborhood, what advice would you give the mayor about how to improve neighborhoods city-wide? How would you justify the money it would cost for the city to follow this advice?
6. What do you think this TPP website information could be useful for? Who do you think needs it?
7. Do you think that this website provides an accurate picture of neighborhoods in Providence? Why or why not?
8. What information would you add to this website to make it useful for others?
9. What kind of service learning project would you design to make improvements in your neighborhood?
## YouthBuild Providence

### Math, Life Skills and Financial Literacy

**The Cost of Living**

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### Price Comparison of Consumer Goods at Local Businesses

<table>
<thead>
<tr>
<th>Item</th>
<th>Store 1</th>
<th>Store 2</th>
<th>Store 3</th>
<th>Average</th>
<th>SD (95%)</th>
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</thead>
<tbody>
<tr>
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**CART TOTAL:** (includes 10 gallons of gasoline) $146.03

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*Prices are from Utah's Cost of Living.

**Note:** The data presented is based on market availability and may vary. Prices are subject to change. Always check local stores for the most current pricing information.
Cost of Living Project

Integrated Algebra Regents Prep A

DUE: Monday, March 15th

The Project Briefly

1. I will calculate the yearly expenses of my chosen lifestyle.
2. I will make connections between the lifestyle a person can live and level of education a person must attain to live that lifestyle.

Formatting:
Your final project should include the following:
1. A Title Page (Include: A title, the names of all of your group members, the date, and the name of the class)
2. An introduction describing the lifestyle you chose.
3. The equations and tables that represent your cost of living and your educational attainment.
4. Write Up: analysis of the results and reflection on the project.

Parts of the Project:

Part I: Calculating your Cost of Living

Using the attached template as a guide, you must determine your cost of living based on the following costs: rent, car, car insurance, gasoline, energy costs, cable, groceries, cell phone, entertainment, parking, and additional costs.

You must complete the final summary table as well, clearly displaying this in your final project.

Part II: Determining your Necessary Level of Education and Career

Using the second set of templates, calculate the weekly, monthly, and yearly salary for each level of education and career choice. Then, using this information, decide which level of education you would choose to finance your cost of living.

Part III: The Write Up

Paragraph One: Analysis: What were your total annual expenses? In order to live your fictitious lifestyle, at least what degree must you earn? What connection is there between the highest earning fields and the level of schooling needed? Why should people think about the long-term effects of their educational choices when they are in middle and high school? Be sure to cite one of the two articles provided in the “educational benefit” section of the project.

Paragraph Two: Reflection: What was the easiest part of this project? What was the hardest part? At what point did you get stuck? How did you get unstuck? If you had this project to do over again, what would you do differently and why? What did you learn by doing this project?

Presentations:

Much of your work on your project is incredibly interesting, and it would be a waste if you did not present your findings. Each group (or individual if you are working by yourself) must present their project. The presentation will last just 3-5 minutes. During it you must explain the questions you asked and the analysis you conducted. Focus on the interesting findings and what you thought might happen.

Extra Credit:

If you finish early, you will have two options for extra credit.

1. Determine your own cost of living by searching online for all of the required fields (apartment, car, etc)
2. Research a different career you may hope to pursue and explain how it would influence your quality of life.
3. You may choose to type your project for extra credit.
- Cable
  - Using the attached cable options chart, calculate your annual cable bill.
    - Monthly cable cost: $______________
    - Multiply by number of months in a year: $__________
    - Annual cable cost: $__________

- Groceries
  - Use the sales circular to "go shopping." Anything that you would eat during the week (don't forget breakfast, lunch, dinner, and snacks), write down the item and the price.

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Item Price ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
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</tbody>
</table>

Total Weekly Grocery Cost $__________

- Weekly grocery total: $__________
- Multiply by the number of weeks in a year: $__________
- Annual grocery cost: $__________
Annual Expenses:

<table>
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<th>CATEGORY:</th>
<th>Calculated Costs ($)</th>
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<tr>
<td>Vehicle Cost</td>
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</tr>
<tr>
<td>Groceries</td>
<td></td>
</tr>
<tr>
<td>Cell Phone</td>
<td></td>
</tr>
<tr>
<td>Entertainment</td>
<td></td>
</tr>
<tr>
<td>Parking (only if apartment or condo)</td>
<td>Additional Cost</td>
</tr>
<tr>
<td>(optional) Additional Cost</td>
<td></td>
</tr>
<tr>
<td>(optional) Additional Cost</td>
<td></td>
</tr>
</tbody>
</table>

Total Annual Expenses $
Scenario 3: You go to 2 years of college and get your associate's degree. Your average hourly salary is $19.
1c) Calculate what your weekly salary would be if you work forty hours a week:__________

2c) Calculate what your monthly salary would be assuming there are four weeks in a month:__________

3c) Calculate your yearly salary:__________

Scenario 4: You go to college for four years and graduate with your bachelor's degree. Your average hourly salary is $26.50.
1d) Calculate what your weekly salary would be if you work forty hours a week:__________

2d) Calculate what your monthly salary would be assuming there are four weeks in a month:__________

3d) Calculate your yearly salary:__________
Scenario 7: You go to medical school for 4 years to become a doctor. Your average hourly salary is $130

1g) Calculate what your **weekly salary** would be if you work forty hours a week:_________

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Monthly Salary</th>
<th>Monthly necessity amount (same for each scenario)</th>
<th>Money you will have left for entertainment, travel, shopping, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-No high school degree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-high school degree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-Associate’s degree (2 years college)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-Bachelor’s degree (4 years college)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-Master’s degree (2 years extra college)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-Law Degree (3 years of law school)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-Doctor- (4 years of medical school)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2g) Calculate what your **monthly salary** would be assuming there are four weeks in a month:_________

3g) Calculate your **yearly salary**:_________
Cost of Living Reference Sheet

CAR – choose a car/truck/SUV!

2007 Honda Civic

![Honda Civic](image)
The 2007 Honda Civic continues to set the bar for the small car segment. Strong on comfort, safety and customization, this is one car that every shopper needs to consider. MSRP:
$21,560

2007 BMW 3 Series

![BMW 3 Series](image)
Fully deserving of its popularity, the 2007 BMW 3 Series sets the standard for overall driving enjoyment, luxury and refinement in an entry-level luxury car. Only its high price will give you pause. MSRP:
$42,800

2007 Ford Mustang

![Ford Mustang](image)
More than a retro styling exercise, the 2007 Ford Mustang provides compelling performance in all areas and offers rear-drive-V8 enthusiasts a tempting price tag. MSRP:
$25,915

2007 Mercedes-Benz SL-Class

![Mercedes-Benz SL-Class](image)
Between its elegant styling, impressive performance and cutting-edge technology, the 2007 Mercedes-Benz SL roadster still reigns as the quintessential luxury drop top.
MSRP:
$94,800
2007 Ford Explorer

Although engine performance is mediocre, the midsize 2007 Ford Explorer deserves consideration from anyone shopping for a traditional SUV, thanks to its superb road manners, long list of safety features and usable seating in all three rows. MSRP: $34,740

<table>
<thead>
<tr>
<th>Type of Vehicle</th>
<th>Average 6-month insurance premium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small/Medium Car</td>
<td>$650</td>
</tr>
<tr>
<td>Convertible</td>
<td>$1,000</td>
</tr>
<tr>
<td>Pickup Truck/van</td>
<td>$680</td>
</tr>
<tr>
<td>SUV</td>
<td>$950</td>
</tr>
</tbody>
</table>

CAR INSURANCE (6-Month premium)

RENT – Choose which apartment/condo/house you want to rent. (no buying in this project!)

$1,500  Dean at Nostrand, Crown Heights, Brooklyn, NY
  Beds: 1  Baths: 1 full

  Apartment in Townhouse Style Building

  A beautiful apartment only a few blocks from the A/C train at Nostrand Avenue. Has a large yard...

$1,599  Spencer St, Clinton Hill, Brooklyn, NY
  Beds: 2  Baths: 1 full

  Condominium Unit

  Balcony, hardwood floors, new kitchen with new appliances, directly off the G train...

$1700  Spencer at DeKalb, Bedford-Stuyvesant, Brooklyn, NY
CABLE PACKAGES – Pick which package suits you best. All rates are MONTHLY.

<table>
<thead>
<tr>
<th>Package</th>
<th>Description</th>
<th>Monthly Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic</td>
<td>First 20 channels</td>
<td>$12.95</td>
</tr>
<tr>
<td>Classic</td>
<td>Channels 2 – 74</td>
<td>$42.25</td>
</tr>
<tr>
<td>Premium</td>
<td>ADD ON To cable – HBO/Cinemax/Starz</td>
<td>Increase cable package by $21.99</td>
</tr>
<tr>
<td>Sports Package</td>
<td>ADD ON to cable – all possible sports networks</td>
<td>Increase cable package by $26.99</td>
</tr>
</tbody>
</table>

CELL PHONE PLAN – Pick your favorite. All rates are MONTHLY.

<table>
<thead>
<tr>
<th>Monthly Home Airtime Minutes</th>
<th>Promotions</th>
<th>Monthly Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>📞 450</td>
<td>Unlimited IN Calling AND Night &amp; Weekend Home Airtime Minutes</td>
<td>$39.99</td>
</tr>
<tr>
<td>📞 Double Your Minutes! 900</td>
<td>Unlimited IN Calling AND Night &amp; Weekend Home Airtime Minutes</td>
<td>$59.99</td>
</tr>
<tr>
<td>📞 Triple Your Minutes! 1350</td>
<td>Unlimited IN Calling AND Night &amp; Weekend Home Airtime Minutes</td>
<td>$79.99</td>
</tr>
<tr>
<td>📞 2000</td>
<td>Unlimited IN Calling AND Night &amp; Weekend Home Airtime Minutes</td>
<td>$99.99</td>
</tr>
<tr>
<td>📞 4000</td>
<td>Unlimited IN Calling AND Night &amp; Weekend Home Airtime Minutes</td>
<td>$149.99</td>
</tr>
<tr>
<td>📞 6000</td>
<td>Unlimited IN Calling AND Night &amp; Weekend Home Airtime Minutes</td>
<td>$199.99</td>
</tr>
</tbody>
</table>

- Domestic Long Distance (airtime applies)(Unlimited)
- Domestic Roaming (No roaming charges) (Coverage not available in all areas)
- Night Hrs (M–F): 9:01 p.m.–5:59 a.m.
  Wknd Hrs: 12:00 a.m. Sat.–11:59 p.m. Sun.
YouthBuild Providence

Dart Board Project

This is your final Portfolio Review Project
Subject: Math

Term: 2
Lesson #: Extra
Title: Dart Board

Materials: Paper

Learning Objective(s): Student will demonstrate their understanding of appropriate measurement and proportional reasoning. The students will interpret percent.

Evaluation/Assessment: Accuracy of Dart Board

Directions/Mini-Lesson: (or supporting documentation attached)

Design a dart board that has four regions with the following features:

<table>
<thead>
<tr>
<th>Score Value</th>
<th>Probability %</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 points</td>
<td>10 %</td>
</tr>
<tr>
<td>50 points</td>
<td>20 %</td>
</tr>
<tr>
<td>25 points</td>
<td>30 %</td>
</tr>
<tr>
<td>10 points</td>
<td>40 %</td>
</tr>
</tbody>
</table>

The dart board may be any shape (circle, square, etc.) and must have an area between 1,000 square cm. and 3,000 square cm. Assume the probability is proportional to the area of the region. Make a scale drawing with dimensions. Show and explain your work.
Dart Board Assignment

Assignment: Attached

Objective: Students will use their knowledge of length and formulas for perimeter and area of geometrical shapes. Students will apply percentages to their areas to meet the proportional criteria. Students will accurately draw a scale model. Students will build a dartboard to scale. Students will use tools for measuring. Students will explain their work in a short summary.

Cross Curricula: Art, Construction, Critical Thinking, Green Academy, Problem Solving
YouthBuild Providence
Communication Class

Personal Experience
Project: A Speech About A Personal Experience

In this assignment you are to share an experience you’ve had that was special to you in some way. It might be a personal triumph, a surprising event, or a time you realized something for the first time. Try to remember the details of the experience. What made it special? Why do you remember it?

Specs for the Speech About a Personal Experience

Time Limit
3-4 minutes

Speaker’s notes
Note cards is acceptable

Source of information
Your own personal information

Outline
Prepare a 50 to 100 word complete sentence outline to be handed to Miss Rosa when you rise to speak. I will write comments on it regarding your speech.

Learning Objectives
In completing this assignment, you will

- Begin speaking before an audience
- Use stance, movement, gestures, facial expressions and eye contact to express your message and achieve your speech’s purpose
- Analyze your audience and adapt your message to your audience
- Practice delivery and presentation skills

Cross Curriculum Connection
Life Skills, Language Arts and Workforce Development

Evaluation
Students will be given the opportunity to choose a classmate to evaluate your speech. Students will be rating on a scale form 1-5 with 1 being “needs much improvement” and 5 being “Outstanding”

✓ Was the speaker enthusiastic about the subject?
✓ Did the speaker structure the speech with a logical order?
✓ Did the speaker deliver the speech with authority?
✓ Was the speaker’s delivery natural and conversational?
✓ Were the speakers’ gesture and facial expressions appropriate to the material?
✓ Did the speaker handle his or her notes well?
Preparing the Speech
About a Personal Experience

Speaker’s Notes (10-word maximum)

Sources
Time and place of personal experience

Significant participants or observers

Existing souvenirs, photos, or aids to memory

Outline Prepare a 50- to 100-word complete sentence outline about your experience. Use the back of this sheet if you need additional space.
Evaluating the Speech About a Personal Experience

Name of Classmate Evaluated

Part 1 Take Notes
Use the space below to take notes during your classmate’s personal experience speech.

Part 2 Evaluate
Rate your classmate’s presentation by checking the appropriate boxes in the chart below.

<table>
<thead>
<tr>
<th>Ask Yourself</th>
<th>1 Needs Much Improvement</th>
<th>2 Needs Improvement</th>
<th>3 Average</th>
<th>4 Above Average</th>
<th>5 Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was the speaker enthusiastic about the subject?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the speaker structure the speech in a proper order?</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Did the speaker deliver the speech with authority?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were the speaker’s language, gestures, and facial expressions appropriate to the material?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the speaker handle his or her notes well?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 3 Give an Overall Score
Using the information above, give your classmate an overall score on a scale from 1 to 5. Use 1 for “Needs Much Improvement” and 5 for “Outstanding.”

8

Part 4 Explain the Score
On the back of this sheet, write an explanation of the score you gave to your classmate. Include your reasons for the score as well as constructive comments on both strengths and weaknesses of the presentation.
YouthBuild Providence

Construction

Sawhorse

Sawhorse

42 inches 1067 mm

6 inches 152 mm

6 inches 152 mm

28 inches 711 mm

24.75 inches 629 mm

1 by 6 inches 25.4 by 152 mm

24 inches 610 mm
Unit: 1

Lesson 4

**Title:** The “Sawhorse”

**Materials:**
- See attached

**Learning Objective(s):**

This is an introductory project where students will discover their individual limitations respective to typical skills needed to perform basic carpentry processes. Included and an essential piece of this project is the unavoidable measuring and basic math concepts which are required. To assist in the successful completion of this project students are divided into teams and a staff member is assigned to cover a group of teams providing help as necessary. Team work is also quickly established as the range of difficulty increases over the term of the project. Students must employ standard requirements into the construction of their set of sawhorses. Those standards are inclusive of, but not limited to: Strength, Durability and Weight.

**Performance**
- The learner will use concepts to layout and build a sawhorse

**Condition**
- The leaner will be given partial specifications, work space and materials, hand tools.

**Criteria**
- The learner will score 70% or better on a rating sheet that reflects the following
  - Accurate calculations
  - Layouts and cuts
  - Proper use of hand tools.
Directions/Mini-Lesson: (or supporting documentation on file)

See attached.

Assessment/Wrap-Up

Students must successfully complete the project with the basic requirements in place. Attention will be placed on basic skills used, measuring ability and accuracy and craftsmanship. The acclamation to team work and team building will also be monitored. Proper and sage use of hand tools is an essential piece for evaluation on this project.

Cross Curriculum learning

- Demonstrate social & personal responsibility necessary for success in the workplace.
- Demonstrate the ability to comply with organizational rules and policies
- Demonstrate safe work habits and safety awareness
The “SawHorse“

A Good Sawhorse is an important tool for any Carpenter. Its an x-tra pair of hands.

What is a SawHorse?
A rack consisting of a horizontal crosspiece and two pairs of spreading legs, used to hold wood while it is being sawed.

What is a SawBuck?
A sawhorse, one with the legs projecting above the crossbar?

How long have SawHorses been used?
Who built the first SawHorse?

**Qualities for a Good SawHorse Design**

1. **Strong**, able to support heavy weight
2. **Durable**, can withstand extreme abuse, use and weather conditions
3. **Easily transported** (moved), sawhorse should be light enough to move easily from one location to another.
4. Min. weight, not to be overbuilt
SawHorse Competition

Judges: Please rate each team according to the 4 criteria. Give a rated value of 1 – 10 (10 being the highest) for each criteria.

**Group A**

<table>
<thead>
<tr>
<th></th>
<th>Team 1A</th>
<th>Team 2A</th>
<th>Team 3A</th>
<th>Team 4A</th>
<th>Team 5A</th>
<th>Total Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Style</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weight</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workmanship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Group Total**

**Group B**

<table>
<thead>
<tr>
<th></th>
<th>Team 1B</th>
<th>Team 2B</th>
<th>Team 3B</th>
<th>Team 4B</th>
<th>Team 5B</th>
<th>Total Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Style</td>
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<tr>
<td>Weight</td>
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</tr>
<tr>
<td>Workmanship</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Group Total**

Winning Group

Winning Team
Figure 20-23. A sturdy sawhorse is an invaluable device for a carpenter.
Unit 2

Million Dollar Project
### YouthBuild Providence
#### Lesson Plan Form

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Financial Literacy/Social Justice and Leadership Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term:</td>
<td>Unit 2</td>
</tr>
<tr>
<td>Lesson #:</td>
<td>Entire unit</td>
</tr>
<tr>
<td>Title:</td>
<td>Million Dollar Project</td>
</tr>
</tbody>
</table>

#### Materials:
1. Students will need to review the Social Justice diagram from Unit 1
2. As a point of reference: Start Your Own Business by Rieva Lesonsky (located in the Resource Center under Workforce Development)

#### Cross Curriculum Learning Objective(s):

This lesson will cover the following program areas; but not limited to, as well as critical thinking and technology based learning.
- Math
- Social Studies
- Language Arts
- Leadership/Writing/Life Skills

*The learner will develop sense of how much a million is, to compute with large numbers, balance records, to use electronic resources to research products and calculate costs, to learn more about the value of money, to cut and paste pictures from the internet to MS Word, PowerPoint and/or MS Excel, to calculate tax and total cost costs of multiple items. In addition, the learner will gain an understanding of service-based organizations and community needs by research their neighborhoods and the needs of it’s’ citizens.*

#### Evaluation/Assessment:
- See attached rubric

#### Directions/Mini-Lesson: (or supporting documentation attached)
- Instructions attached.
The Social Change Cycle

Recognize the issue

Create task group

Define the problem to be worked on

State the goals and objective

Strategize ways of reaching the objective

Going into action

Evaluating the action

Re-plainning

What is your issue?
How would you spend $1 million?

You have 4 weeks to complete the project. It involves using many skills. There were rules that had to be followed. However, your project overview statements are due next class session. Please use the 5 paragraph format as learned in Language Arts class to define the social Justice issue you will “solve” and support the Why.

Project Guidelines

Imagine that you have just been awarded $1,000,000. One of the conditions for you to receive the money is that you must first investigate, research, and present exactly how you would spend it. The following guidelines must be followed.

THEME: The million dollars must be spent carrying out one particular plan.

For example: Actions that would help save the rainforest, build new parks and playgrounds in your city, take a trip around the world, or open a ballet studio.

GOAL: Spend as close to $1,000,000 as possible, but not more than $1,000,000.

RESEARCH: All of the expenses involved in carrying out the details of your plan must be included.

For example: If you are opening a ballet studio, you must consider how many teachers you will need and how much you will pay them. If you are buying a vehicle for your organization, you will need to consider the cost of gas, maintenance, and insurance for the length of time you will own the vehicle.

ACCOUNTING: Record, using the spreadsheet template attached exactly how the $1,000,000 will be spent. The purchases needed to carry out your plan should be organized in at least 3 MAJOR categories. The purchases in each major category must total at least $10,000. Use the data collecting sheets to keep track of your spending until you get to the spreadsheet.

DISPLAY: Present the research and accounting for your plan in one of the following ways:

- Poster board display
- Travel brochure/itinerary
- Diorama (box presentation)
- Blueprints, diagrams
- Business portfolio complete with graphs and charts
- Newspaper or magazine feature story complete with graphics and captions
- "Picture album" of project
- PowerPoint presentation of project
- Video production: commercial or documentary

THIS PROJECT WILL BE PART OF YOUR PORTFOLIO REVIEW.
### Financial Literacy/Social Justice/Leadership Development
#### Million Dollar Project
#### Grading Rubric

**THEME:**

(chose a worthwhile theme, and everything ties into that main idea)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**Major Categories:**

(at least 3 separate categories, at least three items per category, organized correctly)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**Research:**

(got accurate prices, used multiple sources, adults as well as internet, put time into it)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**Details:**

(thought of all necessary details for your plan)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**Accounting (Spreadsheet):**

(calculations correct, major categories add up to grand total)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**PROJECT DISPLAY:**

(neat and organized, colorful and entertaining, explains the whole project)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**Effort and Creativity:**

(unique ideas, extra thought and effort)
Followed guidelines (directions):  
(didn’t break any “rules”)

Finished on time:  
(calculations were ready for spreadsheet day, project handed in complete on 2/22/2010)

How closely you got to a million dollars:  
(did not go over, only gave $10,000 to charity, close to $1,000,000)
Where To Find Prices?

Ø Newspapers
Ø Magazines
Ø Catalogs
Ø Personal interviews
Ø Phone calls to local businesses
Ø Other research materials

INTERNET LINKS:

Amazon.com
  http://www.amazon.com
Furniture (includes many links to children's furniture sites):
  http://dir.yahoo.com/Business_and_Economy/Companies/Children/Furniture/

iOwn, Inc. (house-finding site):
  www.iown.com/

CarSmart (automobile search site):
  www.carsmart.com/

Apartments.com (apartment search site):
  www.apartments.com/index.htm

Outpost.com (computer resource site):
  www.outpost.com/

NECXdirect (computer software and hardware):
  http://necxdirect.necx.com/cgi-bin/auth/docroot/index.html

VacationSpot.com (vacation-planning site):
  www.vacationspot.com/mc.htm
Recreate in Microsoft excel. Yes, you need to recreate it yourself.

**Expenses**

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Purpose</th>
<th>Amount</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL:</td>
<td></td>
<td></td>
<td>$0.00</td>
<td></td>
</tr>
</tbody>
</table>
YouthBuild Providence
Green Academy Project
Project: Compare and contrast the two current events presented below:

"The Cape Cod Wind Farm Project vs. the Gulf of Mexico Oil Spill"

Project Specifics: This recently completed Study Unit involved the below listed tasks (instructions).

- Initial introduction of the two topics was presented in a lecture which included comparing and contrasting a series of issues; whereby the positive aspects of the Wind Farm (clean, sustainable, etc) are contrasted to the negative aspects of the Oil Spill (long term pollution of oceans and wetlands, the finite or limited supply of oil, etc);
- During the lecture, the students; took notes, asked questions and voiced opinions (open discussion was encouraged);
- The students were required to review and express opinions on the provided news clippings (see attached);
- Each student completed the 15 question Study Sheet (see attached) which included direct questions relating to technical matters and opinion questions relating to political issues;

Learning Objectives: The primary learning objectives are as follows:

- Understand and be able to discuss two current events (one positive, one very negative) both with far reaching future impacts to sustainable energy and environmental quality.
- Review of the technical aspects of wind power and fossil fuels.
- Understand that the emerging wind power and solar power technologies will result in many new job and career opportunities that will provide a good yearly wage, benefits, future security and a great deal of job satisfaction.
- Gain a working knowledge of the engineered remedial responses that have been employed (unsuccessfully) to try and stop the oil release and to cleanup the polluted environment.
- Understand and be able to discuss the different political opinions, i.e. the green party and the environmental lobby groups vs. the petro-chemical industry and the "big" business lobby groups.
- Compute the following: 1) the estimated volume of oil released from April 20 to that day 2) the size of the oil slick in square miles and in relative terms.
- Gain experience and practice in composing written opinions and speeches that explain, substantiate and defend your opinion.
Cross Curriculum Links: The above Compare and Contrast Exercise have Cross Curriculum Links with the Academic Department and Support Services Department, including:

Social studies: knowledge and discussion of current events and politics.

Mathematics: understand and compute volume in gallons and cubic feet, volume over time and area in square miles and relative terms (i.e. the extent of the oil slick is currently a little larger than the landmass of Rhode Island and Connecticut combined).

English: On the last page of the Study Sheet each student was required to compose a “Political Action” Letter addressed to Senator Scott Brown asking him to; ".......reconsider his opposition to the Cape Cod Wind Farm Project".

Support Services: The students were informed of and encouraged to consider the near future career opportunities available to them in the emerging "green" industries.

Grading: Each Student's grade (A, B, C, D or Fail) is based on the following:

Participation (note taking, involvement in the discussion, etc);

Grasp or knowledge of the presented material; and

The technical and opinion responses to the 15 questions presented on the Study Sheet.
GREEN ACADEMY STUDY SHEET

CAPE COD WIND PROJECT VS THE OIL SPILL IN THE GULF OF MEXICO

DISCUSS AND COMPARE THE RECENT FEDERAL DECISION TO APPROVE THE CAPE COD WIND FARM PROJECT TO THE RECENT DIASATROUS, UNCONTROLLED OIL SPILL IN THE GULF OF MEXICO.

1. READ THE PROVIDED ARTICLES ON THE TWO ABOVE ISSUES.

2. WHO IS KEN SALAZAR AND WHAT WAS HIS ROLE IN THE CAPE WIND PROJECT?

3. EXPLAIN WIND POWER.

4. WHAT ARE THE POSITIVE BENEFITS OF WIND POWER?

5. WHERE EXACTLY IS THE CAPE WIND PROJECT GOING TO BE CONSTRUCTED?

6. DISCUSS, IN DETAIL, WHAT THE CAPE WIND PROJECT WILL INVOLVE (USE BACK OF THIS SHEET IF YOU NEED TO).
7 NAME AND DISCUSS THE VIEW OF AT LEAST ONE POLITICIAN WHO IS IN FAVOR OF THE CAPE WIND PROJECT.

8 NAME AND DISCUSS THE VIEW OF AT LEAST ONE POLITICIAN WHO IS NOT IN FAVOR OF THE CAPE WIND PROJECT.

9 DISCUSS, IN SOME DETAIL, THE RECENT OIL PLATFORM SPILL IN THE GULF OF MEXICO.

10 WHAT OIL COMPANY IS RESPONSIBLE FOR THE SPILL?

11 LIST AND EXPLAIN THREE NEGATIVE ISSUES ASSOCIATED WITH THE FOSSIL FUELS IN GENERAL AND/OR THE GULF OIL SPILL.
   
   o 1
   
   o 2
   
   o 3
12 GIVE SOME THOUGHT TO AND SUMMARIZE A COMPARISON BETWEEN THE WIND FARM PROJECT AND THE GULF OF MEXICO OIL SPILL (AGAIN USE THE BACK OF THIS PAGE IF YOU NEED TO).

13 IN YOUR OPINION WHAT ROLE SHOULD THE GOVERNMENT PLAY IN RESOLVING THE OIL SPILL?

14 EXPLAIN IN SOME DETAIL WHAT HAS BEEN TRIED SO FAR TO RESOLVE THE OIL SPILL.

15 USING THE BACK OF THIS SHEET; COMPOSE A THOUGHTFUL LETTER TO SENATOR SCOTT BROWN ASKING HIM TO RECONSIDER HIS OPPOSITION TO THE CAPE WIND PROJECT (GIVE REASONS TO “BACK UP” YOUR POSITION)
YouthBuild Providence

Sustainable Home Project

This is your final Portfolio Review Project
YBP Sustainable Home Project

Throughout the spring semester, YBP students will be engaged in a cross-curricular project to research and design a sustainable housing unit in Olneyville. A successful design will consider the needs of the resident, the fabric of the community, and the ecological footprint of the home.

Unit 2: Homes in the Community & the Environment
- Community Dynamics
- Home Building & the Environment

Unit 3: Making a Home
- Design & Drawing
- Models & Presentation

Phase 1: Community Dynamics
Jan 25 – Feb 12
(one 3-week cycle)

Green Academy
- Project Introduction
- Community Research/ Basic Site Evaluation
- Mapping & Describing Community

Math
- Area of Site/ scaling & conversions
- Radius of Accessibility ex. Community resources that fall within a ¼ mile radius of the site

Social Studies
- Population, demographics, history of the community

Leadership/Writing/Life Skills
- “Housing in Olneyville” – Students write about their observations, concerns, and visions about housing in Olneyville. What are the key housing problems in Olneyville? Why? Who can begin to address these problems? How?
- “From House to Home” – Students create a narrative that captures the emotional characteristics of a home. As a challenge, students can try to write from the point of view of a child or a grandparent to try to identify the diverse needs a house needs to satisfy.

Phase 2: Home Building & the Environment
February 15 – March 26
(two 3-week cycles)

Green Academy
- Environmental impact of buildings in the U.S.
- Principles of Passive Energy Efficiency – design, materials, orientation
- Efficiency of Active Systems: Thermal, Electric, Water
- Design Principles & Conceptual Designs

Math
- Stay within the Square Footage - determine measurements for sketch designs to fit within the maximum footprint

Social Studies/Reading
- Home Designs across International Cultures

Writing
- Written Statements of Design Vision

Science
- Basic thermal dynamics – conduction/convection
Phase 3: Design & Drawing
March 29 – May 7
(two 3 week cycles)

Green Academy
  Design Statements
  Scales & Standard Dimensions
  Architectural Drawing: Floorplans & Elevations
  Scaled Models

Math
  Scaled Drawings

Social Studies
  History of Housing Design in the U.S.

Writing
  Conceptual Statement – Why choose the design they did?

Science
  Native Plants & Ecosystems of Rhode Island
  Water Systems/Natural Filtration

Phase 4: Models & Presentation
May 10 – June 18
(two 3-week cycles)

  Green Academy:
    3 – D representation
    Building Scaled Models
    Written Design Summary
    Presentation Materials

Math
  Finalizing/Correcting Drawings
  Building Scale Models

Writing
  Revising Grammar/Style of Design Summary

Science
  Landscape plan for site

Communications
  Design Presentations

Final Review Dates: June 4, 11, 18
GREEN HOME FLOOR PLAN

Instructors Notes

Project Objectives
- Students will practice converting between inches & feet and explore key mathematical concepts of area, scale, measurement, and estimation
- Students will learn to read and draw building plans using architectural symbols
- Students will identify elements within a home that meet the needs and comforts of a family
- Students will create home designs considering the needs of people and the environmental conditions of a building site

Materials
11x17” graph paper, 4x4” cross section
Rulers
Pencils
Maps & pictures of building site for reference
Sample blueprints and floor plan diagrams
Student handouts
Scrap paper for sketch diagrams
Sticky notes

Directions
*Student Handouts attached

1. Client Description
Discuss with the students what spaces are needed to make a house a home. Do all families have the same needs? How would a home that is ideal for your grandparents look? A home with lots of kids? Have the students brainstorm who they want to design the home for at the building site in Olneyville; encourage the students to take into account the what they know about the neighborhood and who could be best served by a green home in Olneyville.

2. Floor Plan Diagram
Discuss with the students the basics of floor plan drawings. What is a floor plan? What does it tell you about a building? Demonstrate how to draw a floor plan by working with the students to draw a floor plan of the classroom, including the door, windows, tables, and chairs. Discuss proportion, estimation, etc. Demonstrate how to connect program needs with building spaces. Have students write down the rooms within the YouthBuild building on sticky notes and try to arrange them as the are located in the floor plan. Is all the space accounted for in the building? How do walls separate the different rooms. Have the students draw in doors, walls, & windows as a building sketch.

Students can then work individual to diagram ideas for their homes at the building site.

3. Floor Plan Drawing
This aspect of the project requires an understanding of space and measurement. Have the students record the measurement of items in the classroom. How big are tables, chairs? How wide are doorways? Students will need to consider these parameters when drawing their floor plans to scale.

After reviewing diagrams with students to discuss their plans & layouts, provide students with the materials to create their final drawing to scale.

**Evaluation**
*See attached rubric*

**Cross Curricula**
Mathematics, Social Justice, Construction
GREEN HOME FLOOR PLAN

Overview:
What makes a house a home? What makes a home green? You will be designing a one-story home in the Olneyville neighborhood at 44 Hyat Street for a client of your choosing. You can design the home for you & your family, a friend, a relative, or one of the assigned client descriptions. Whoever you client, your home design should need to meet the needs of your client while considering building’s energy efficiency, material conservation, and environmental impacts.

Project Steps:
1. **Client Description** - Choose your client; Outline rooms needed & ideas for their home
2. **Floor Plan Diagram** – Sketch layout of your home considering your client & your site
3. **Floor Plan Drawing** – Draw a floor plan to scale using architectural symbols

Due Date __________
Client Description

Directions:
Choose 1 of the 2 client options & describe what they will need in their home.

CLIENT OPTION #1
You & Your Family or Someone You Know

<table>
<thead>
<tr>
<th>Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be living in the home? (Adults, Kids, Pets, Extended Family) Does everyone live there permanently?</td>
</tr>
<tr>
<td>Needs of Space:</td>
</tr>
<tr>
<td>How many bedrooms?</td>
</tr>
<tr>
<td>Bathrooms?</td>
</tr>
<tr>
<td>What kind of living spaces?</td>
</tr>
<tr>
<td>Play areas?</td>
</tr>
<tr>
<td>Quiet place to work?</td>
</tr>
<tr>
<td>Space for Guests?</td>
</tr>
<tr>
<td>Outdoor Areas?</td>
</tr>
<tr>
<td>Special Accessibility?</td>
</tr>
</tbody>
</table>

Choose 3 words that you would want to use to describe your home:
1.
2.
3.

CLIENT OPTION #2
Client Description: A single dad who lives with his elderly mother and his two kids, ages 5 & 8, and their dog.

Living Spaces
Everyone will need a place to cook, to eat, to sleep, and to wash and go to the bathroom. They will also need a place where they can hang out and relax and the kids will need a place to play.

Space for Gatherings
Every Sunday 8 people from their extended family come over for brunch. They need a place for at least 12 people to sit down together.

Needs of Client

Outdoor Space
The kids need a place to play outside. The grandmother enjoys gardening and would like to have a space for her flowers. The dog also will use the outdoor spaces.

Accessibility
The grandmother has limited mobility and has difficulty moving up and down stairs.

Explain how your design will address the needs of this client. How many people will you design for? How many bedrooms will you include? How much room will you devote to communal spaces?

Choose 3 words that you would want to use to describe your home:
1.
2.
3.
Floor Plan Diagram

- **Draw** a diagram of a floor plan for your house using the dotted lines as the approximate space of your home.
  - Label spaces (bedroom, kitchen, living room, etc.)
  - Think about how spaces connect.
  - Think about the *scale* of spaces. (Is a bedroom bigger or smaller than a bathroom?)
  - Does it meet all of the needs of your client?
- **Considerations of Green design...**
  - What rooms could benefit from the most daylight? Can these rooms have a lot of windows?
  - What rooms face south? How could you capture solar heat gain in the winter?
  - Can your plumbing be grouped together to help save materials?
  - Do you have any porches or patios that do not need to be conditioned?
- On the rest of your site, draw diagram for the outdoor spaces, including parking if you have it.
FINAL FLOOR PLAN DRAWING

Directions:
Draw the ideas that you diagrammed to ¼ inch scale using ¼ inch graph paper so that 1 square of graph paper equals 1 square foot. Use the ‘Blue print’ symbols handout to correctly draw your walls, windows, doors, and bathroom and kitchen appliances.

The maximum size of your building is 30 feet by 50 feet, but a smaller floor plan will conserve energy, materials, and environmental impact helping to make your home more sustainable.
FLOOR PLAN GRADING RUBRIC

Labels & Symbols

Floor plans should include:
- Orientation (North, East, South, West)
- Scale (inches on paper to feet of site)
- Direction of the Street
- Function of Rooms
- Proper Building Symbols

10 points

Overall Design & Layout

The layout of rooms functions well
Thoughtful circulation between spaces
Design meets the specific needs of your client

10 points

Application of Sustainable Principles

Thoughtful placement of windows for daylight & Passive Solar Design
Grouped/Stacked Plumbing
Outdoor & Unconditioned Spaces
Material Conservation

15 points

Accuracy & Scale

Dimensions of rooms, doors, appliances are drawn to scale
Scale of rooms is practical

10 points

Overall Drawing Quality & Work Ethic

Drawing is neat & presentable
Student followed directions of assignment
Student stayed on task & worked well in class

15 points

NUS: Creativity/Originality

Be creative! Have fun with your design!

up to 5 points

Comments: