

**Hopatcong High School
Transition Prep Course
2008/09**

Science/Nutrition Component

I. My Pyramid: Simple Steps for Healthy Living CCCS 9.2, 8.1

Students will:

- a. describe the elements that make up My Pyramid
- b. explain the importance of eating appropriate amounts from all food groups and get enough physical activity
- c. compare foods to determine nutritional value
- d. use the government web site to create a personal set of food guidelines
- e. create a food diary to record one week of meals and then analyze in comparison to personalized plan

II. Eating for Your Future
CCCS 9.2,8.1

Students will:

- a. become familiar with the latest dietary guidelines from the US Dept. of Agriculture
- b. work in groups to find recipes that will help students meet dietary guidelines
- c. develop a class cookbook of favorite recipes

III. Practical Food Safety
CCCS 9.2, 8.1

Students will:

- a. become familiar with shopping for and storing food safely
- b. describe what food poisoning is and how to prevent it
- c. become familiar with cleanliness and how it relates to food safety
- d. become familiar with the principles of safe cooking

- e. become familiar with food-to-go safety (lunches, picnics, camping)

IV. When Food Becomes an Enemy
CCCS 9.2

Students will:

- a. understand the complexity of eating disorders and their possible causes
- b. understand that there are identifiable symptoms of most prevalent eating disorders
- c. understand that help is available for the prevention and treatment of eating disorders

Consumer Math Component

TOPIC: *Budget*

Related Content Standards:

4.5.C.3 - Recognize that mathematics is used in a variety of contexts outside of mathematics.

4.5.C.4 - Apply mathematics in practical situations and in other disciplines.

4.5.F.4 – Use calculators as problem-solving tools.

Activities:

1. **Money and Stuff website** - <http://www.moneyandstuff.info/budgetworksheet.htm>

This website has budget worksheets for students to use along with an example of how it is done. There are two versions for lower and higher students.

2. **About.com – How to Set Up a Successful Budget website** – <http://financialplan.about.com/library/howto/htbudget.htm>

This website offers a how to in a step by step process.

3. **About.com – How to Create a Budget** - <http://financialplan.about.com/od/budgetingyourmoney/ht/createbudget.htm>

This website offers a list of items to include when planning a budget.

4. **Budget game -**

This game offers students the challenge of making a budget and rewards when completing the game within that budget.

TOPIC: *Sales Tax*

Related Content Standards:

4.1.A.1 - Extend understanding of the number system by constructing meanings for percents.

4.1.A.3 – Understand and use ratios, proportions and percents.

4.5.C.4 - Apply mathematics in practical situations and in other disciplines.

4.5.F.4 – Use calculators as problem-solving tools.

Activities:

1. **GEDDES - What's on Sale? Website –**

<http://www.raymondgeddes.com/lesson-plans/math-lesson-1/whats-on-sale-all.html>

This website offers a 2 day lesson on figuring out sales tax.

2. **Funding Factory – Let's Go Shopping website –**

http://lessonplans.fundingfactory.com/plan_details.aspx?id=998

This website encompasses both budgeting and sales tax.

3. **Scholastic – The Mystery of Sales Tax website -**

<http://www2.scholastic.com/browse/article.jsp?id=3746968>

This website uses a mystery to teach the concept of sales tax.

4. **EconEdLink – Where Does the Money Come From? -**

<http://www.econedlink.org/lessons/index.cfm?lesson=EM69&page=teacher>

This website has a variety of web-based activities along with pencil, paper and calculator ones as well to find out tax rates and how much each person is taxed.

TOPIC: *Calculating Tips*

Related Content Standards:

4.1.A.1 - Extend understanding of the number system by constructing meanings for percents.

4.1.A.3 – Understand and use ratios, proportions and percents.

4.5.C.4 - Apply mathematics in practical situations and in other disciplines.

4.5.F.4 – Use calculators as problem-solving tools.

Activities:

1. FunBrain.com – Penguin waiter website -
<http://www.funbrain.com/penguin/index.html>

This website is an interactive game to determine the percentage tip that was left on a bill.

2. Restaurant Tipping Tips website –
<http://www.passionsaving.com/restaurant-tipping.html>

This website offers tipping suggestions and etiquette.

3. How to Tip Your Server website –
<http://www.wikihow.com/Tip-Your-Server-at-a-Restaurant>

This website offers some more tipping etiquette.

4. How to Tip Like a Gentleman website –
<http://www.justaguything.com/how-to-tip-like-a-gentleman/>

Another website that offers suggestions on how much to tip who and why. Use these sites as a guide for any activity that you may choose to use with tips. Make up fake bills and ask the students about the tip.

TOPIC: *Banking*

Related Content Standards:

4.1.B.1 - Use and explain procedures for performing calculations involving addition, subtraction, multiplication, division, and exponentiation with integers and all number types named above with:

- Pencil-and-paper
- Mental math
- Calculator

4.5.C.3 - Recognize that mathematics is used in a variety of contexts outside of mathematics.

4.5.C.4 - Apply mathematics in practical situations and in other disciplines.

4.5.F.4 – Use calculators as problem-solving tools.

Activities:

1. **Money Management website** –
<http://www.workshopsinc.com/manual/Ch4L3.html>

This website offers handouts and information pertinent to opening bank accounts.

2. **The Banking Kids website** –
http://www.bankingkids.com/pages/ed_1.html

A tutorial that shows step by step how to fill out banking slips.

3. **SmartStart for Kids website** –
<http://www.cibc.com/ca/youth/index.html>

Games that the students can play that enhance their understanding of banks and money.

TOPIC: *Comparative Shopping*

Related Content Standards:

4.5.B.1 - Use communication to organize and clarify their mathematical thinking.

4.5.C.3 - Recognize that mathematics is used in a variety of contexts outside of mathematics.

4.5.D.2 - Use reasoning to support their mathematical conclusions and problem solutions.

9.2.E.5 - Use comparative shopping techniques for the acquisition of goods and services.

Activities:

1. Money Management website –

<http://www.workshopsinc.com/manual/Ch4L7.html>

This website offers suggestions as to how to comparative shop.

2. How Much Is It? A Shopping Lesson website -

<http://bogglesworldesl.com/shopping-lesson-plan.htm>

This website offers interaction between students and teacher after lesson in a role-playing situation.

3. Practical Money Skills website –

http://www.practicalmoneyskills.com/english/at_school/teachers/curriculum/

This website offers worksheets for comparative shopping.

4. The teacher can take any sales flyers (or store websites) and ask the students to compare specific items or to figure out in general which store has the lower prices on the sale items that week.

TOPIC: *Paying Bills*

Related Content Standards:

4.1.B.1 - Use and explain procedures for performing calculations involving addition, subtraction, multiplication, division, and exponentiation with integers and all number types named above with:

- Pencil-and-paper
- Mental math
- Calculator

4.5.C.4 - Apply mathematics in practical situations and in other disciplines.

4.5.F.4 – Use calculators as problem-solving tools.

9.2.E.4 - Prepare and use skills for budget preparation, making predictions about income and expenditures, income tax preparation, and adjusting spending or expectations based on analysis.

Activities:

1. **GEDDES – Paying with Coins –**

<http://www.raymondgeddes.com/lesson-plans/math-lesson-5/paying-with-coins-all.html>

This website has an entire lesson on paying in different types of ways.

2. **Money Management website –**

<http://www.workshopsinc.com/manual/Ch4L9.html>

This website gives a step by step guide to paying bills.

3. **Pay Credit When Credit is Due –**

<http://www.thirteen.org/finance/educators/lesson3.html>

This website offers advice and information on credit, credit scores, and paying on time.

TOPIC: *Debt*

Related Content Standards:

4.1.B.1 - Use and explain procedures for performing calculations involving addition, subtraction, multiplication, division, and exponentiation with integers and all number types named above with:

- Pencil-and-paper
- Mental math
- Calculator

4.5.C.4 - Apply mathematics in practical situations and in other disciplines.

4.5.F.4 – Use calculators as problem-solving tools.

9.2.E.4 - Prepare and use skills for budget preparation, making predictions about income and expenditures, income tax preparation, and adjusting spending or expectations based on analysis.

Activities:

1. **Money Management website –**

<http://www.workshopsinc.com/manual/Ch4L8.html>

This website offers a lesson on debt.

2. **Controlling Debt website by CNN –**

<http://money.cnn.com/magazines/moneymag/money101/lesson9/index.htm>

This website has advice on debt and continues with another lesson on good versus bad debt.

3. How to Reduce Your Debt website –

<http://www.fool.com/personal-finance/credit/how-to-guide-reduce-your-debt.aspx>

This website offers a step by step approach to reducing debt with worksheets.

4. Take Charge America website –

<http://www.takechargeamerica.org/financial-education/Educator-Resources/Pages/Grade-Five.aspx>

This website has lessons on credit and debt.

5. U.S. Debt reduced website –

<http://archives.cnn.com/2000/fyi/news/05/10/national.debt.lp/index.html>

This website discusses the difference between national surplus and national debt.

6. Hands On Banking by Wells Fargo –

<http://www.handsonbanking.org/>

This website can be used with most of the topics presented to assist the students in deepening their understanding of money, banking, and debt.

Geography/Map Skills Component

General Objectives:

-Students will develop map and geography skills by plotting road trips and becoming familiar with the four cardinal directions, map keys, compasses and global positioning systems.

- Students will become familiar with global land forms and geographies of specific countries, states, and cities.

General Procedures:

- Students will fill in blanks with north, south, east and west.
- Students will grid coordinates.
- Students will write directions.
- Students will calculate distance.

- Students will follow directions to destinations.
- Students will develop comprehension skills by reading articles and answering questions regarding continents, oceans, land forms, countries, states, cities and towns.
- Students will learn about the history of cartography.
- Students will map geospheres.
- Students will read short novels regarding travel and wilderness, (Hatchet, My Side of the Mountain, Brian’s Hunt, Brian’s Return, and The River.)
- Students will learn to use compasses and GPS units.
- Students will go on hikes and cross country skiing trips. They will use their compassing skills and GPS units to plot their locations and destinations.
- Students will watch videos regarding American geography, different types of maps, the Cartesian Coordinate System, and scale drawings.
- Students will create maps of countries, states, cities, towns and provinces.
- Students will watch films about travel, wilderness and human migration.

General Materials:

- Edhelper.com/Geography
- Wikipedia.com
- Discovery Education: Geography Lesson Plans
- Discovery Education Streaming
- Lessonplanspage.com
- Text: *Introduction to Geography*
- Text: *World Geography*
- GPS Units
- Compasses
- Poster Boards
- Art Supplies
- Short Novels
- Computers
- Films

General Assessments:

- Most assessments will be based on projects such as maps, posters, etc.
- Other assessments include vocabulary quizzes and geography quizzes.

Standards:

STANDARD 6.6 (Geography) All students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.

A. The World in Spatial Terms

1. Distinguish among the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and the utility of each in solving problems.
2. Translate maps into appropriate spatial graphics to display geographical information.
3. Explain the spatial concepts of relative and absolute location and distance.
4. Estimate distances between two places on a map using a scale of miles, and use cardinal and intermediate directions when referring to a relative location.
5. Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.
6. Distinguish among the major map types, including physical, political, topographic, and demographic.
7. Explain the distribution of major human and physical features at country and global scales.
8. Use thematic maps to describe places (e.g., patterns of population, diseases, rainfall).
9. Describe and distinguish among the various map projections, including size, shape, distance, and direction.
10. Describe location technologies, such as Geographic Information Systems (GIS) and Global Positioning Systems (GPS).
11. Describe the significance of the major cities of New Jersey, the United States, and the world.

B. Places and Regions

1. Compare and contrast the physical and human characteristics of places in regions in New Jersey, the United States, and the world.
2. Describe how regions change over time.
3. Compare the natural characteristics used to define a region.
4. Explain how regional systems are interconnected (e.g., watersheds, trade, transportation systems).
5. Discuss how the geography of New Jersey impacts transportation, industry, and community development.
6. Discuss the similarities and differences among rural, suburban, and urban communities.
7. Describe the types of regions and the influence and effects of region labels including:
 - Formal regions: school districts, states
 - Functional regions: marketing area of a newspaper, fan base of a sport team
 - Perceptual regions: the Bible Belt, the Riviera in southern France

Newspaper Skills Component

CCCS 3.1 Reading; Strand A. Concepts About Print, C. Decoding and Word Recognition

3.1.12.E.3 Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose.

3.1.12.G.15 Identify, describe, evaluate, and synthesize the central ideas in informational texts.

3.1.12.G.19 Demonstrate familiarity with everyday texts such as job and college applications, W-2 forms, contracts, etc.

New Jersey Core Curriculum Content Standards: Language Arts Literacy 3

3.2 Writing; Strand A. Writing as a Process

3.2.12.D.6 Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters, college applications, **and written proposals.**

3.3 Speaking; Strand A. Discussion

B. Questioning (Inquiry) and Contributing

3.3.12.B.1 Ask prepared and follow-up questions in interviews and other discussion

3.4 Listening; Strand A. Active Listening, B. Listening

Comprehension

3.4.12.A.1 Discuss, analyze and extend ideas heard orally.

<p>STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.</p>

3.5.12.A.3 Identify and select media forms appropriate for the viewer's purpose.

3.5.12.B.2 Analyze visual techniques used in a media message for a particular audience and evaluate their effectiveness.

3.5.12.B.3 Analyze the effects of media presentations

CCCS 9.1 Career Education and Consumer, Family and Life Skills

STANDARD 9.1 (CAREER AND TECHNICAL EDUCATION) ALL STUDENTS WILL DEVELOP CAREER AWARENESS AND PLANNING, EMPLOYABILITY SKILLS, AND FOUNDATIONAL KNOWLEDGE NECESSARY FOR SUCCESS IN THE WORKPLACE

A. Career Awareness/Preparation

1. Re-evaluate personal interests, abilities, and skills through various measures including self-assessments.
2. Evaluate academic and career skills needed in various career clusters.
3. Analyze factors that can impact an individual's career.

B. Employability Skills

1. Assess personal qualities that are needed to obtain and retain a job related to career clusters.

Materials: Newspapers: (<http://classroom.nytimes.com>, www.njherald.com) (njnextstop.com, edhelper.com, www.khahe.com. Career games.com) Smart Board, books Contemporary's Reading Basics, Succeeding in the World of Work, Skill Building with the Newspaper.

Objectives:

Students will be able to:

1. Understand the purpose and meaning of common abbreviations and acronyms in a newspaper.
2. Identify the purposes of a newspaper.
3. Define vocabulary related to newspapers.
4. Discover different kinds of information found in the newspaper.
5. Name the sections in a newspaper.
6. Analyze the organization of newspapers and news articles.
7. Identify the parts of a newspaper and the parts of a news article.
8. Determine how to locate important facts in a news article.
9. Work cooperatively in groups using teamwork to achieve a goal.
10. Will peruse classified sections to determine types of employment.
11. Write an advertisement about themselves.
12. Interview a classmate, asking pertinent questions.
13. Complete job applications and improve spelling and penmanship.

Procedures

1. Students will complete worksheets listing abbreviations and acronyms in different sections of a newspaper.
2. Students will give reasons for reading a newspaper.
3. They will identify vocabulary terms related to a newspaper.
4. Using the Internet websites <http://classroomny.times.com> and <http://www.njherald.com>. They will name different sections and find them by a variety of clues given.
6. Students will complete interest surveys to decide on a career.
7. Using <http://www.njnextstop.com>. Students will evaluate different career options; find salary, education needed, and amount of people in the job.
8. By playing careergames.com students will evaluate how and when to apply for jobs advertised in the newspaper.
9. Students will create a newspaper advertisement about themselves, using abbreviations and acronyms. They will list the job they are applying for, and their qualifications.

10. Using their newspaper advertisement, students will interview each other for specific jobs.

11. Students will complete a variety of job applications, checking on spelling and improving penmanship.