



Teacher-to-Teacher

Video Series
for Secondary Educators

TITLE: Who's Going to the Convention?

PRIMARY SUBJECT AREA: Mathematics

GRADE LEVELS: 9-12

OVERVIEW: This lesson is designed to introduce students to budget planning, using a trip to a convention as the premise. Students are required to complete research and plan a budget for 10 employees of a company to attend a professional convention. Students will use a variety of tools to complete the assignment, including the Internet, word processing software and spreadsheet software. Students will also be exposed to currency conversions.

APPROXIMATE DURATION: 2-3 class periods

LOUISIANA CONTENT STANDARDS:

<http://www/DOE/assessment/standards/MATH.pdf>

Numbers and Number Relations

- N-5-H selecting and using appropriate computational methods and tools for given situations (e.g., estimation, or exact computation using mental arithmetic, calculator, symbolic manipulator, or paper and pencil)
- N-6-H applying ratios and proportional thinking in a variety of situations (e.g., finding a missing term of a proportion)

GLEs Addressed

Grade 9

5. Demonstrate computational fluency with all rational numbers (e.g., estimation, mental math, technology, paper/pencil) (N-5-H)

Grade 10

4. Use ratios and proportional reasoning to solve a variety of real-life problems including similar figures and scale drawings (N-6-H) (M-4-H)

EDUCATIONAL TECHNOLOGY GUIDELINES:

<http://www/DOE/LCET/curric/k12stand.pdf>

Technology Communication Tools (*Communication Foundation Skill*)

Technology Problem-Solving and Decision-Making Tools (*Problem-Solving Foundation Skill*)

Technology Productivity Tools (*Resource Access and Utilization Foundation Skill*)

Technology Research Tools (*Linking and Generating Knowledge Foundation Skill*)

Social, Ethical, and Human Issues (*Citizenship Foundation Skill*)

Basic Operations and Concepts

INTERDISCIPLINARY CONNECTIONS:

English Language Arts

The Arts

Foreign Language

Social Studies

Economics Standard - Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.

Geography Standard - Students develop a spatial understanding of Earth's surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

OBJECTIVES:

1. The student will use the Internet to research professional conferences/conventions based on personal career plan.
2. The student will develop a travel budget based on conference/convention costs.
3. The student will convert currency from one unit to another using current rates of exchange.
4. The student will produce a travel brochure applicable to location of conference/convention.
5. The student will use foreign language texts to develop common phrases in language of country where international conference/convention is held.

LESSON MATERIALS AND RESOURCES:

Technology Tools and Materials:

1. Hardware that students use includes a computer, calculator, and a scanner.
2. Students will use software comparable to Microsoft Word, Microsoft Excel, graphics software, and the Internet.

BACKGROUND INFORMATION:

Students should be familiar with word processing software. They also should be able to effectively surf the Internet to do research. Students should be familiar with at least one surf engine. Students are expected to be able to solve proportions. Students should have previously selected a career to explore. Students will be guided through use of spreadsheet software.

LESSON PROCEDURES:

1. Students are asked to identify the career of their choice.
2. Students use the Internet to research professional organizations that relate to the selected career.
3. Students are directed to identify one national and one international conference or convention that is applicable to career choice.
4. Students should gather registration information for the conference/convention and print a copy of the registration form and any other applicable materials.
5. Students are asked to research airfare, hotel accommodations, and other fees associated with travel.
6. Each student is asked to develop a travel budget for 10 people to attend each of the conferences/conventions. A sample travel budget is provided for students to use as a guide. The finished travel budget should be presented as a spreadsheet.
7. For the international conference, students should convert international currency to U.S. dollars using the appropriate exchange rates.
8. Students should write a cover memo to a fictitious supervisor requesting funds to attend the conference/convention and provide a rationale for attending the event.
9. All materials should be gathered in a pocket folder for presentation.

ASSESSMENT PROCEDURES:

A rubric should be designed to evaluate the finished product. Each component of the assignment should be addressed in the rubric. Students should be informally assessed during project to evaluate ease of use with software and Internet search.

ACCOMMODATIONS/MODIFICATIONS:

Accommodations/Modifications to the assignment should be based on individual student's needs. Some of the accommodations that can be made include providing students with research information, allowing students to work cooperatively, or providing students with a spreadsheet template to fill in as opposed to developing their own.

REPRODUCIBLE MATERIALS:

Sample Travel Budget Form

EXPLORATIONS AND EXTENSIONS:

1. Have students develop a travel brochure to accompany the budget detailing points of interest in city where the conference/convention is being held. Students should use a graphics software program to design brochure.
2. Have students produce a booklet of common phrases in the native language of the country where the international conference/convention is being held.

REFLECTIONS:

This lesson was a big hit with my students. Being a member of the High School Work initiative, my students had already selected a career path in 7th grade. This assignment provided them with additional information regarding their career

choices that they had not previously experienced. They were most excited about planning the trip and were surprised by the costs associated with trip planning. I initially assigned this to my 10th grade students only, but have since asked all of my students in grades 9-12 to complete this as an end-of-the-year project to add to their career portfolios.

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Sample Travel Budget

| Budget Items | unit cost | unit | subtotal |
|-----------------------|-----------------|-------------------------------------|--------------------|
| | | | |
| Travel | \$335.50 | per person | \$3,355.00 |
| Registration | \$150.00 | per person | \$1,500.00 |
| Lodging | \$151.00 | per room double occupancy, 7 nights | \$5,285.00 |
| Meals | \$30.00 | daily per person | \$2,100.00 |
| Ground Transportation | \$3.10 | per person | \$31.00 |
| Miscellaneous | \$20.00 | per person | \$200.00 |
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| | | | |
| | | Total Cost | \$12,471.00 |