**Algebra I Project – “Working in the real world”**

Students will utilize their math skills and critical thinking to find out the amount of hours needed in order to purchase items they want. Students will create a visual on a poster board to show their solution.

- **STEP 1:** PRODUCTS YOU WANT.
- **STEP 2:** EMPLOYMENT
- **STEP 3:** EVIDENCE.
- **STEP 4:** GRAPH
- **STEP 5:** CONCLUSION
- **STEP 6:** PRESENTATION FORMAT

**DUE: May 30, 2017.**
- This is the Tuesday after Memorial Day
- Tuesday will be last day you can turn in your project. It is recommended to hand it in as soon as you complete it.

**STEP 1: PRODUCTS YOU WANT.**
- Students will find 8 products they want. They should be school appropriate and fit these 4 categories:
  1. 2 items Between $50-100
  2. 2 items Between $500-1000
  3. 2 items Between $1000-9999
  4. 2 items $10,000 and above
- Students will find and cut out pictures of the specific product with the listed price.
- Students should look in Sunday newspapers, magazines, internet, and other forms of advertisement.

**STEP 2: EMPLOYMENT**
- Students will inquire about a job. Students will obtain a physical job application and found out the hourly pay.
- Students will not fill out the job application, only the name section and hourly pay and put this in their project.

**Step 3: EVIDENCE.**
- Using slope-intercept form, students will then make a math equation to represent their:
  - hourly wage (m=constant)
  - hours worked (x)
  - debt/savings (b)
  - total cost of their product (y).
- Students will then determine how many hours will be needed to work to obtain the item using their equation.
- Students will show all work very neatly.

**Step 4: GRAPH**
- Produce a graph that indicates how long it took for you to obtain the item.
- Let the x-axis be hours and y-axis be total money earned.

**Step 5: CONCLUSION**
- Write a paragraph
  1. Summarizing what you did
  2. Express how you felt after completing your work.
  3. Tell how many hours you worked on this project from start to finish.
  4. Write a sentence how you would get to your job (mode of transportation).

**Step 6: PRESENTATION FORMAT**
- Pick a presentation format: poster-board, PowerPoint, video, brochure, or anything else.
- Your presentation format should include the product pictures with their listed prices, job application, evidence of your math work, graph, and paragraph conclusion.
- Students will complete this independently, neatly, and professionally. Some class time will be given, but you should work on this at home also.
**TIPS**
- Use your creativity within the limits stated above.
- Follow the steps in order. Check your work. ASK FOR HELP!
- Be realistic about this project. Look for jobs around your home that are relatively close and where you would want to work.
- Every individual will turn in a poster board with their name on the back.
- I am available to help you from 2:30-3:00 pm every day after school in my room.

**GRADING RUBRIC**
- The final project is worth 75 points towards your final. (Take it seriously.)

  - Step 1: Products 10pts
  - Step 2: Job application 5pts
  - Step 3: Math Evidence 20pts
  - Step 4: Graph and equation 15pts
  - Step 5: Conclusion 5pts
  - Step 6: Presentation format 5pts
  - Neatness/Organization 5pts
  - Visual attractiveness 5pts
  - Oral presentation 5pts
  - Extra Credit: Maximum 3 pts for “wow-ness” factor
Check list: Algebra I Project – “Working in the real world”
This checklist is to help you be organized. Use this checklist.

___ Determine presentation format.
___ Brainstorm of 8 products you want. Write it down:

<table>
<thead>
<tr>
<th>Products</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

___ Find the price of those 8 products.
___ Find pictures with prices of those 8 products.
___ Brainstorm what kind of jobs you want: _________________________________

___ Get a job application for your job.
___ Find the hourly wage for your job (m=slope).
___ Do you know how to solve equations using slope-intercept form (y = mx+b)?
___ Solve for products 1 and 2. How many hours do you need to work to buy it(x)? _________
___ Solve for products 3 and 4. How many hours do you need to work to buy it(x)? _________
___ Solve for products 5 and 6. How many hours do you need to work to buy it(x)? _________
___ Solve for products 7 and 8. How many hours do you need to work to buy it(x)? _________
___ Figure out if you have debt/savings (b, y-intercept) _________

___ Make sure you have evidence for your work and it is neat.
___ Label your X and Y axis appropriately.
___ Put your product hours needed to work (x) and price for your product (y) into ordered pairs:

    Product 1: _______        Product 1: _______        Product 1: _______

___ Brainstorm about what you learned about this project.
___ Write your paragraph. Read it aloud. Check for grammar and spelling mistakes.
___ Have project checked by Mrs. Wolfe.
___ Is your work professional and creative?
___ Ready to turn in project on Tuesday, May 30, 2017  (Presentations will be Tuesday and Wednesday May 30/31)
## Algebra I Project – “Working in the real world” Scoring rubric

*(Turn this rubric in with your final project!)*

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Max</th>
<th>Received</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Products</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Job application</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Math Evidence</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Graph and equation</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Conclusion</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Presentation format</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Neatness/Organization</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Visual attractiveness</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Oral presentation</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra Credit:</td>
<td>“Wow-ness” factor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** 75

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Areas to improve</th>
<th>Comments</th>
</tr>
</thead>
</table>

### Grading Scale

- **A 67.5-75+** Excellent job! You look and sound prepared for the future. You have a grasp of how much items cost. You understand: “work hard, get smart”.
- **B 60-67.5** Good job! Prepared and ready, you have produced a quality product
- **C 52.5-60** Average. Not too shabby. There are some details left out and that’s the difference about being average and extraordinary. H.J. Heinz (condiments) liked to put it: “To do a common thing uncommonly well brings success.”
- **D 45-52.5** Ummmmmm last minute? Whatever the case, I hope you have a better idea about your future and what is involved.
- **F <45** Think about life and your future: Is education involved in your future? Let me know how I can help you.