

2.4 Technology: Using a Spreadsheet to Represent the Value of a Deposit

Specific Expectations

The following expectation is common to both the Functions and Relations and Functions courses.

- OC3.05 use graphing technology effectively (e.g., use appropriate menus and algorithms; set the graph window to display the appropriate section of a curve)

Evidence of Learning

Students should be able to

- design and input formulas to create a table that resembles the information in a bank account book
- distinguish between an absolute and a relative cell reference

Text Page 127

Time Required Functions and Relations or Functions: 75 min

Materials and Equipment

- spreadsheet software

Overview

- Calculate the accumulated value of one deposit.
- Review basic commands for spreadsheet software in the context of a simple problem.

Using a Spreadsheet

To use a spreadsheet, a student must be capable of algorithmic thinking. Many students will have at least entered data, copied data, and created charts in grades 9 and 10. This section is an opportunity for students to refresh their spreadsheet skills, before they learn to create more complex spreadsheets for annuities.

The same data can be generated using either a spreadsheet or a graphing calculator. The spreadsheet provides a larger “screen” or picture of the data, and it is easier to print a spreadsheet.

Management Options

Groups – Pair an inexperienced student with another student who is familiar with the technology. Students must learn by “doing,” not observing.

Teacher Demonstration – If resources are limited, use one computer with a computer projection panel for demonstrating the steps in this section. Provide each student with a few copies of a spreadsheet template.

Independent Work – If there is an adequate number of computers, this activity is appropriate for independent work.

TECHNOLOGY SUGGESTION

Teachers should review section 2.9 now to facilitate checking answers.

Questions with a Functions and Relations Focus:

a–e

Questions with a Functions Focus:

a–e