**Subject area/course**: Mathematics

**Grade level/band**: 9

**Task source**: Summit Public Schools

**Infographic**

**STUDENT INSTRUCTIONS**

1. **Task context**:

*Infographic: a visual image such as a chart or a diagram used to represent information or data*

Technology has not only given us access to more information than ever before, nor has it simply put that information at our fingertips. Technology has also allowed us to design incredibly creative and engaging ways in which to convey this information. Only 20-25 years ago, we were limited to displaying information using bar graphs, line graphs, pie charts, and the like; now, we have hundreds of ways to display information, allowing us more opportunities to share the information we want with others in as eye-catching and thought-provoking a way as possible. We will spend time in class looking at these various types of infographics so that you get a sense for the power they have in relaying information. Beyond admiring their creativity and attention-grabbing formats, we will also analyze these infographics during class to gain practice in interpreting the data and information they show.

1. **Final product**:

The infographics you eventually create will come from data that you have collected. Towards the beginning of the project, you will have time to identify specific variables that you want to track. You will then design processes and procedures to collect this data in an organized and precise manner. And just as with the infographics we will look at together in class, you'll interpret the data and information within your infographics as part of a final writeup.

In the end, you will create at least 3 different types of infographics. These could take the form of bar graphs and pie charts, or they could take the form of maps, art that is relevant to the data you're collecting, or any other design that you believe effectively conveys your data. As part of this infographic selection process, you will want to consider how the patterns and relationships you've identified in your data are best represented to the reader. Finally, you will complete a write-up that discusses your biggest takeaways from the data, the choices that you made in representing your data through your infographics, and the quality of your data, among other ideas.

One final note: let your imagination run wild during this project. Based on the data you've collected, imagine the most engaging way that information can be shared with others. Push yourself to design infographics that would grab a reader's attention in a magazine, stop a pedestrian on the sidewalk and make them look into your store, and want others to share this exact information with their friends. The more creative you push yourself to be, the more fun this project will be for you!

**Additional Information**

1. **Knowledge and skills you will need to demonstrate on this task:**
* Technology has given us more ways to display information than ever before. As a result, based on the way we choose to display information, we have more ways to grab people's attention and convey data in an engaging and memorable way.
1. **Materials needed:**
* Item A. What Makes a Good Infographic?
* Item B. Know Your Technology
* Item C. How to Use Piktochart PPT
* Item D. Begin Your Piktochart
* Item E. Guiding Questions for Writing
* Item F. Scaffold for Project Questions
1. **Time requirements:**

This task will take approximately 2-3 weeks to complete.

1. **Scoring:**

Your work will be scored using the Summit Public Schools Infographic Rubric. You should make sure you are familiar with the language that describes the expectations for proficient performance.