**Subject area/course**: Mathematics

**Grade level/band**: 9

**Task source**: Summit Public Schools

**Infographic**

**TEACHER'S GUIDE**

1. **Task overview**:

Students will create at least 3 different types of infographics, as well as a final write-up describing various pieces of their infographics.

1. **Aligned standards:**
2. **Common Core State Standards**
3. **Critical abilities**

Analysis of Information:Integrate and synthesize multiple sources of information (e.g., texts, experiments, simulations) presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Communication in Many Forms:Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

Use of Technology:Present information, findings, and supporting evidence, making strategic use of digital media and visual displays to enhance understanding. Use technology, including the Internet, to research, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information.

1. **Time/schedule requirements:**

This task will take approximately 2-3 weeks to complete, depending on how much class time you allocate to this task and supporting instruction.

1. **Materials/resources:**

* 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. **Prior knowledge:**

None provided.

1. **Connection to curriculum:**

None provided.

1. **Teacher instructions:**

Steps:

* Reflection
* What makes a good infographic? (Item A)
* Define “What makes a good infographic?”
* Know your technology: spreadsheets and piktochart (Item B)
* Spreadsheet containing data
* Written analysis of infographics discussed during class
* Reflections on the making of infographics
* Written analysis of data
* Choose designs of infographics
* Rough drafts of infographics and write-up
* Peer editing and revision
* Reflection on quality of data
* Reflection on forms of representation
* Reflection on infographics visuals
* Final submission and gallery walk
* Rubric analysis

1. **Student support:**

None provided.

1. **Extensions or variations:**

None provided.

1. **Scoring:**

Student work can be scored using the Summit Public Schools Infographic Rubric.