

Unit Title	Organising data				
Subject group and discipline	Year 8 Digital design	MYP year	1	Unit duration (hrs)	12

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Key concept	Related concept(s)	Global context <i>choose 1 and then drill down to exactly which aspect of these the unit will focus on</i>
Communities	Evaluation	Scientific and technical innovation Using the latest technology to process data

Statement of inquiry

Technology can be used to help organise information in a way that makes evaluation and collaboration in communities easier.

Inquiry questions

Factual—
 What is the difference between information and data?
 What are rows and columns?
 What is a spreadsheet?
 What is data science?

Conceptual—
 How can I use software tools to help me process data?
 Why is presenting data clearly important?

Debatable—
 What is the best way to visualise data?

Objectives	Summative assessment	
<p>Objective A: Inquiring and analysing</p> <p>i. explain and justify the need for a solution to a problem</p> <p>ii. state and prioritize the main points of research needed to develop a solution to the problem</p> <p>iii. describe the main features of one existing product that inspires a solution to the problem</p> <p>iv. present the main findings of relevant research.</p> <p>Objective D: Evaluating</p> <p>i. Describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution</p> <p>ii. explain the success of the solution against the design specification</p> <p>iii. describe how the solution could be improved</p> <p>iv. describe the impact of the solution on the client/target audience</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Goal</p> <p>Use the investigative cycle to pose a question that can be answered with data and create a suitable visualisation to represent this and identify next steps.</p> <p>Role</p> <p>You are a student at school who wants to help solve the litter problem</p> <p>Audience</p> <p>Peers and teachers in the school</p> <p>Situation</p> <p>There is litter around the school</p> <p>Purpose</p> <p>You want to clearly find out if and why litter is a problem in the school and clearly communicate your findings</p> <p>Standards and criteria</p> <p>A,D</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Student's will use technology to create an appropriate visualisation of some form of data to show a clear perspective of an issue of litter in the school</p>
<p>Approaches to learning (ATL) <i>These can be listed or you could offer some explanation of how they will be developed</i></p>		
<p>In order for students to communicate their findings they will need to be able to effectively communicate non verbally.</p> <p>Explicitly taught and practised skills: Visualising data in order to effectively communicate it.</p> <p>Service learning: Improving the school environment by reducing litter.</p>		

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