# Presenting Information

Sunday, 10 July 2016

4:20 PM

# Summary

This session aims to

**INCOMPLETE**

Integration Friendly

EAL Friendly

High-Achiever Friendly

# Background Knowledge

There is no specific prior knowledge required for this lesson

# Fundamentals of this Lesson

|  |  |
| --- | --- |
| Learning Intention | Success Criteria |
| * + To be able to create a range of data visualisations   + To be able to decompose a task into subtasks, and to apply a timeline to each task. |  |
| Core Content | Activities / Assigned Questions |
| |  |  | | --- | --- | | C:\E5326225\F5B90E62-EA1B-4A31-B00A-565F25F11C70_files\image001.png |  |     Data Visualisations  Informatics | |  |  | | --- | --- | | C:\E5326225\F5B90E62-EA1B-4A31-B00A-565F25F11C70_files\image002.png | Additional Core Tasks | | C:\E5326225\F5B90E62-EA1B-4A31-B00A-565F25F11C70_files\image003.png | Integration Tasks | | C:\E5326225\F5B90E62-EA1B-4A31-B00A-565F25F11C70_files\image004.png | EAL Support Tasks*Vocab*  * ***Example*** Description  *Activity* Refer to Integration Task | | C:\E5326225\F5B90E62-EA1B-4A31-B00A-565F25F11C70_files\image005.png | Extension Tasks No extension tasks exist for this content | |
| Helpful Teacher Resources | Staff Feedback |
| Interactive ABS Census Data  <http://spotlight.abs.gov.au/> |  |

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# Victorian Curriculum Links

Analyse and visualise data using a range of software to create information, and use structured data to model objects or events

[(VCDTDI038)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI038)

* visualising data to create information, for example displaying geocoded data on a map

Manage, create and communicate interactive ideas, information and projects collaboratively online, taking safety and social contexts into account

[(VCDTDI039)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI039)

* organising the timeline, resources, file naming conventions, back-up measures and sequence of tasks required to collaboratively create solutions that meet specified needs

Define and decompose real-world problems taking into account functional requirements and sustainability (economic, environmental, social), technical and usability constraints

[(VCDTCD040)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD040)

* identifying that problems can be decomposed into sub elements, for example creating a decision tree to represent the breakdown and relationships of sub elements to the main problem or identifying the elements of game design such as characters, movements, collisions and scoring