# Unit 1 Google Earth

Content Area: **Technology**
Course(s):
Time Period: **September**
Length: **5 Days**
Status: **Published**

## Unit Overview

Students will use Google Earth to perform research tasks including: discover the distance from school to various geographic locations, find geographic points of interest through both search and browse methods, and use street view tools to compare and contrast cities in different places on the globe.

## Standards

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|---|---|
| 8.1.2.CS.1 | Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. |
| 8.1.2.CS.2 | Explain the functions of common software and hardware components of computing systems. |
| 8.1.2.CS.3 | Describe basic hardware and software problems using accurate terminology. |
| 8.1.2.NI.1 | Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. |
| 8.1.2.NI.2 | Describe how the Internet enables individuals to connect with others worldwide. |
| 8.2.2.ED.1 | Communicate the function of a product or device. |
| 8.2.2.ETW.1 | Classify products as resulting from nature or produced as a result of technology. |
| 8.2.2.EC.1 | Identify and compare technology used in different schools, communities, regions, and parts of the world. |

## Materials

- Laptops
- Google Earth

## Assessment

**Formative Assessment**

- Teacher Observation
- Checks for Understanding
- Exit Tickets

**Summative Assessment**

- Performance Tasks & Projects

## Accommodations & Modifications

**Special Education**

- Follow IEP Plan which may contain some of the following examples…
- In class/pull out support with special ed teacher or assistant
- Preferred seating
- Directions repeated/clarified
- Extended time for completing tasks
- Vocabulary support
- Limit number of tasks

**504**

- In class/pull out support with special ed teacher or assistant
- Preferred seating
- Directions repeated/clarified
- Extended time for completing tasks
- Vocabulary support
- Limit number of tasks

**ELL**

- Translation device/dictionary
- Preferred seating
- Directions repeated/clarified
- Extended time for completing tasks
- Vocabulary support
- Limit number of tasks

**At-risk of Failure**

- Preferred seating
- Directions repeated/clarified
- Extended time for completing tasks
- Vocabulary support
- Limit number of tasks

**Gifted & Talented**

- Independent projects
- Online games
- Extension activities

## Interdisciplinary Connections

| | |
|---|---|
| | Geography, People, and the Environment: Human Population Patterns |
| | Physical and human characteristics affect where people live (settle). |
| | Geography, People, and the Environment: Spatial Views of the World |
| | A map is a symbolic representation of selected characteristics of a place. |
| 6.1.2.GeoSV.1 | Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). |
| 6.1.2.GeoSV.3 | Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic). |

## Career Readiness, Life Literacies & Key Skills

| | |
|---|---|
| 9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). |
| 9.4.2.CI.2 | Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). |
| 9.4.2.IML.3 | Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). |
| 9.4.2.IML.4 | Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). |
| 9.4.2.TL.1 | Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). |
| 9.4.2.TL.6 | Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.). |