

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

CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
CS.K-2.8.1.2.CS.2	Explain the functions of common software and hardware components of computing systems.
CS.K-2.8.1.2.CS.3	Describe basic hardware and software problems using accurate terminology.
CS.K-2.8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
CS.K-2.8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
CS.K-2.8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.
CS.K-2.8.2.2.ED.1	Communicate the function of a product or device.
CS.K-2.8.2.2.ETW.1	Classify products as resulting from nature or produced as a result of technology.

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

SOC.6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
SOC.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). 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. Geography, People, and the Environment: Human Population Patterns

Career Readiness, Life Literacies & Key Skills

TECH.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).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.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).
TECH.9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5).
TECH.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).
TECH.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).