

# Unit 4 Weather Project

Content Area: **Technology**  
Course(s):  
Time Period: **February**  
Length: **4 Days**  
Status: **Published**

## Unit Overview

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Students will use a variety of tools to correlate temperature and latitude. Students are given a list of cities around the globe and use Google Earth to find the city's latitude. They record this information in a table in Google Sheets, then look up the high temperature for the day using an online weather service. After all cities have been recorded, students make a graph of their results. This graph shows the inverse relationship between temperature and latitude. Each student can then customize their graph to their tastes, following design principles set out by the teacher.

## Standards

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CS.3-5.8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
CS.3-5.8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
CS.3-5.8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
CS.3-5.8.1.5.DA.4	Organize and present climate change data visually to highlight relationships or support a claim.

## Materials

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- Laptops
- Google Sheets
- Google Earth

## Assessment

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### Formative Assessment

- Teacher Observation
- Checks for Understanding
- Exit Tickets

### Summative Assessment

- Performance Tasks & Projects

## **Accommodations & Modifications**

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### **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

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SCI.3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.
SCI.3-ESS3-1	Make a claim about the merit of a design solution that reduces the impacts of climate change and/or a weather-related hazard.
SCI.3-ESS2-1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

## Career Readiness, Life Literacies & Key Skills

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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.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
TECH.9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
TECH.9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.TL.2	Sort and filter data in a spreadsheet to analyze findings.
TECH.9.4.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
TECH.9.4.5.IML.3	Represent the same data in multiple visual formats in order to tell a story about the data.