

Google Earth Activity	
Lesson Title:	Navigating Our World
Time Allotment:	One classroom period
Subject:	Social Studies
Grade Level(s)	First
Alignment: SOLs	<p>HSS.1.5 The student will locate the local community, Richmond, the Commonwealth of Virginia, the United States, the seven continents, and the four oceans on a map and a globe.</p> <p>C/T K-2.2.b Use multimedia resources such as interactive books and software with graphical interfaces.</p> <p>C/T K-2.6.a Recognize that technology can be used to solve problems and make informed decisions.</p>
NETS*S Alignment	<p>Use a variety of media and technology resources for directed and independent learning activities.</p> <p>Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning.</p>
How can this resource be used? (Include all that apply)	<input checked="" type="checkbox"/> Central focus of lesson <input checked="" type="checkbox"/> Assessment Activity <input checked="" type="checkbox"/> Enrichment Activity
Equipment Considerations	<input checked="" type="checkbox"/> Internet Access <input checked="" type="checkbox"/> Single computer and projector <input checked="" type="checkbox"/> Other (describe): Google Earth. Download software from http://www.earthgoogle.com
Objective:	Students will be able to identify their community (Roanoke), state (Virginia), country (United States) and Continent (North America). Students will correctly name the seven continents and 4 oceans.

<p>Description</p>	<p>Open Google Earth and instruct students to fasten their seatbelts!</p> <p>Ask students to correctly identify the name of their community. Once Roanoke has been identified, type Roanoke, VA into the Google Earth search field and zoom in to the city.</p> <p>As the students correctly identify their state, zoom out so it can be seen from bird's-eye view. Question students about the name of the country and continent. As the students correctly identify these facts, zoom out so they can be seen from bird's-eye view.</p> <p>Allow Google Earth to rotate. As continents appear, question students about the name of the continent, the direction traveled to reach it, and major oceans surrounding it.</p> <p>Allow students to share pertinent information about the continent.</p> <p>Repeat this procedure can be repeated for as many continents as the students are able to identify.</p>
<p>Alignment with Technology Continuum</p>	<p><input checked="" type="checkbox"/> Infusion - <i>teacher centered/ directed; technology use is adapted to fit with traditional goals and tasks.</i></p> <ul style="list-style-type: none"> ○ Productivity tools are used to augment the lesson. <input checked="" type="checkbox"/> Productivity tools, software, and Internet are used to modify traditional assignments given in the past. ○ Technology skills are learned within the content (primary emphasis is on learning content.) ○ Technology is an alternative means not essential to lesson goal. ○ Technology provides a means for displaying student work tied to specific content goals. ○ Technology provides adaptations in activities or assessments for special populations. <p><input checked="" type="checkbox"/> Integration - <i>student centered/ constructivist instruction; technologies are used for collaborative project based instruction.</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Technology engages students in high level cognitive tasks ○ Students use complex thinking tools, such as simulations, modeling, mapping, or video production. ○ Learning activity would not be possible without technology. <input checked="" type="checkbox"/> Technology use maximizes student involvement. ○ Technology use promotes collaboration. <input checked="" type="checkbox"/> Technology optimizes opportunities to demonstrate mastery of learning outcomes.

	<p><input checked="" type="checkbox"/> Expansion and refinement - <i>constructivist instruction in which students and teachers are facilitators, learners, and researchers; technologies support self-directed, collaborative learning.</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Technology extends the classroom beyond the school. <ul style="list-style-type: none"> ○ Students select appropriate technology and initiate use. <input checked="" type="checkbox"/> Technology is a tool for authentic problem solving. <ul style="list-style-type: none"> ○ Technology seamlessly used by students for their own inquiries, problem solving, and product development. ○ Students seek ways to incorporate new uses of the technology into learning and acquire new skills as needed.
<p>Cross Curricular Connections</p>	<p>SCI.1.6 The student will investigate and understand the basic relationships between the sun and the Earth.</p> <p>25 The student will describe the proximity of objects in space (near, far, close by, below, up, down, beside, and next to).</p>
<p>Assessment Strategies</p>	<p>An informal assessment can occur as students identify individual oceans and continents.</p>
<p>Submitted By:</p>	<p>Meg Swecker, ITRT, Roanoke County Public Schools</p>