

A Walk Through Our Town

Grade Cluster - K-2

NETS-S – 2 - Communication & Collaboration

Quick Look:

Students compare local businesses, schools, and public places to those of other communities by visiting and researching various places in their town and then sharing information with classes from other communities.

Scenario:

Prior to kickoff of the Community Unit, the teacher connects with other teachers around the state who are interested in comparing communities. Teachers can contact each other through [Epals](#).

"Boys and girls, what are some places you might find in any community?" asks the teacher, as she tells the class they are going to begin an exciting thematic unit called "Communities." Students begin brainstorming a list of generic places they might find in any community (grocery stores, offices, restaurants, banks, etc.). Once a list is generated, students gather into small groups and turn their focus towards various local sites within each category. Students then identify a specific place within each category. For example, under the category of restaurants, they might list a local pizza shop or fast food restaurant. The teacher creates a map using [Google Earth](#) and tags specific sites the class will later visit on a walking tour of the community. This will be shared with the class prior to the upcoming community field trip.

In the meantime, students learn how to take a photograph using a digital camera. Students take turns focusing on small objects, each other, and larger areas in order to get the best picture possible. Now the students are ready to take this new skill out into the field. On the day of the community walking field trip, students will photograph their site of choice (2a, 6a). This is done in small groups and individually (2d). They take several pictures of each place to ensure an accurate visual representation of their site.

Upon returning to the classroom, students research the answers to basic questions about their site. For example: What is the name of your site? What is its physical address? When was your site built? What is its significance to our community? Answers are found using [Google Maps](#), by making phone calls to business owners or by interviewing local citizens. Students create a short report based on the information that they learn, which will later be digitally recorded and saved as an [MP3](#) file (6a). Now it's time to pull it all together. Using [Microsoft PhotoStory](#), site pictures are inserted into a slideshow (6d). MP3 files are then added to the corresponding images to provide narration for the slideshow (2a). The final presentation is now ready to be used to compare and contrast their community with another similar community within the state.

The teacher uploads the project to classroom website for viewing by parents, the public, and the partner classes around the state (2b). The partner class then views the information while simultaneously sharing similar facts about their community. This is communicated through [Skype](#). Students discuss similarities and differences between communities using a Venn diagram.

Student Standards – The following NETS-S are noted in the Scenario:

2. Communication and Collaboration – A, B, D
6. Technology Operations and Concepts – A, D

Teacher Standards – Teachers who teach this unit address the following NETS-T:

1. Facilitate and Inspire Student Learning and Creativity - A, B, C, D
2. Design and Develop Digital-Age Learning Experiences and Assessments – A, B, C
3. Model Digital-Age Work and Learning – A, B, C, D
4. Promote and Model Digital Citizenship and Responsibility – B, C, D
5. Engage in Professional Growth and Leadership – A, B, C

Content Grade Expectations

The scenario writer has identified the following content grade expectations that s/he felt might be assessed in this scenario. In most of these scenarios, there may well be opportunities to assess other or additional content grade expectations across a variety of disciplines. If you are interested in developing a unit or lessons based on the following scenario, and you don't see any grade expectations in your content area, we encourage you to capture the ideas presented in the scenario and make it your own by adding components that address the grade expectations you are most interested in assessing.

H&SS1-2:4 History and Social Sciences - Students conduct research by...

- Recording observations with words, numbers, symbols and/or pictures, (e.g., drawing or labeling a diagram, creating a title for a drawing or diagram, recording data provided by the teacher in a table.

H&SS1-2:7 - Students communicate their findings by...

- Speaking, using pictures, (including captions) or creating a simple report or “painted essay” containing a focus statement, details and a conclusion.