

# Google

Content Area: **Generic Content Area**  
Course(s): **Intro to Keyboarding**  
Time Period: **Generic Time Period**  
Length: **On Going**  
Status: **Published**

## Unit Overview

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Google lessons will highlight the common features and capabilities of Google Docs, Sheets, Slides, Forms, and Drawings. In addition to common tool bars and menus, the apps also work together sharing content and data. Google Docs was created to be a powerful and unified productivity suite, with an emphasis on simplicity, sharing and collaboration.

Students will understand these common features across all five tools. With a broader understanding of how these tools work best together.

With a basic understanding of the Google Docs suite, students will be able to collaborate on Google Docs, in real-time or asynchronously for quick and immediate feedback to improve the learning process.

## Transfer

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Students will be able to independently use their learning to...

- Use their Typing Technique to type assignments for all subject areas
- Use the appropriate application to create a project
- Apply content to real life situations
- Develop computer competency and transfer this skill to any electronic device
- Utilize responsible and safe use of on line resources
- Work collaboratively with peers and teachers

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## **Meaning**

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### **Understandings**

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Students will understand...

- how to navigate through the Google Suite
- basic Google/Computer vocabulary and skills such as copy/paste versus cut and paste, etc.
- how to choose an appropriate application for a particular type of assignment
- how to navigate through and create files in Google Classroom and Google drive
- how to create files in their Google Drive and how to share it with either a peer or the Teacher
- how to create a chart and beginning formulas in sheets
- how to create a database document

### **Essential Questions**

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Students will keep considering...

How can I use technology to communicate my ideas?

How can I show respect for the differences in cultures within my classroom and my community? What are the ways I can contribute to a safe and peaceful classroom?

How can I reach the goals that I set for myself?

How can I collaborate with others to create something new?

How do I manage Cyber Safety rules while taking full advantage of online resources?

Because technology changes at a rapid pace, how can adapting to new technologies help me to be a lifelong learner?

### **Application of Knowledge and Skill**

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## Students will know...

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Students will know...

- how to navigate through the Google Suite
- basic Google/Computer vocabulary and skills such as copy/paste versus cut and paste, etc.
- how to choose an appropriate application for a particular type of assignment
- how to navigate through and create files in Google Classroom and Google drive
- how to create files in their Google Drive and how to share it with either a peer or the Teacher
- how to demonstrating an understanding of online safety
- how to create a chart and beginning formulas in Sheets
- how to create a database document

## Students will be skilled at...

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Students will be skilled at...

- working collaboratively to create and edit documents
- use offline mode to create and edit documents
- insert media, including images and videos into their documents

## Academic Vocabulary

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Tab

moves the text to the 1/2 inch to the right

Triple-click

do this to select an entire sentence/paragraph



Portrait layout

print vertical



Landscape layout

horizontal print



File name

to name your document

Zoom

make the page larger, smaller



Double-click

do this to select a single word



Print

put on paper what is on the screen



Undo

a command to cancel the last command or action



Redo

a command to repeat the last command or action



Font

A specific design for a collection of letters, numbers, and symbols



Font size

Controls the size of the selected text in the document



Bold

Makes the text thicker and darker



Italic

Makes the text lean to the right



Underline

Creates a line underneath the text



Text color

Changes the color of the text



### Insert link

Adds a website link to the selected text



### Align left

the alignment of text along the left margin, leaving a jagged right margin



### Center align

when text is centered between the left and right margins, commonly used when creating invitations, announcements, and title pages



### Align right

the alignment of text along the right margin, leaving a jagged left margin



### Justify

the alignment of text along the left and right margin, leaving no jagged edges



### Line spacing

the spacing between lines of text within a document



### Numbered list

a word processing feature used to arrange items in a list with each item beginning with a number



### Bulleted list

a word processing feature used to arrange items in a list with each item beginning with a bullet



### Alignment

the way multiple lines of text line up along the left, right, or both margins. Align left, Center, Align right, justified.



### Margins

the blank areas around the sides of a page

### spreadsheet

layout of information arranged in rows & columns in a table



columns

vertical spaces running through the table; labeled ABC



rows

horizontal spaces running through the table; labeled 123



cells

boxes created where the columns and rows meet



column headers

cells containing text that informs what data is contained in the rest of the cells in that column



row headers

cells containing text that informs what data is contained in the rest of the cells in that row



merge

combine two or more cells within a single rectangular area into a merged cell



ascending

begin a list with an A or a 1



descending

begin a list with a Z or the highest number



select

To click and drag mouse over a set of data or text

Google Slides

Used for presentations



## Slideshow

Collection of pages containing text and images typically presented on screen



## Slide

An individual page that can contain text, graphics, video, audio and animation



## Layout

Composition of text, images, shapes and other elements on a slide.



## Theme

A color-coordinated design with predefined fonts, font sizes, font colors and background graphics you can apply to slides in a presentation.



## Background

Color or images that can be added behind text



## Animations

The way an text or an object on a slide appears or disappears from the slide



## On Click

Text or object are triggered when the user clicks the mouse button.



## After previous

Text or object will start after another text or object is finished



## Paste

Shortcut Ctrl+V



## Copy

Shortcut Ctrl+C



## Undo

Shortcut Ctrl+Z



## Transition

Animation-like effects that occur when you move from one slide to the next during a presentation.



## **Learning Goal 1 - Drive and Docs**

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With a basic understanding of Google Docs, students will be able to collaborate on Google Docs and create and edit documents asynchronously. This will allow for quick and immediate feed back to improve the writing and creating process.

### [Learning Goal 1 Drive and Docs Proficiency Scale](#)

TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media
TECH.8.1.5.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.5.C.CS4	Contribute to project teams to produce original works or solve problems
TECH.8.1.5.D.1	Understand the need for and use of copyrights.

## **Target 1**

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SWBAT: Use Google Docs to write collaboratively and reserach, to improve writing/creating process.

## **Target 2**

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SWBAT: Use offline mode to create and edit documents.



## **Learning Goal 2 - Slides**

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Students will have a fundamental understanding of Google Slides, and its key features. Through this basic understanding, they will easily create, share, and edit online presentations.

### Learning Goal 2 Slides Proficiency Scale

TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.A.5	Create and use a database to answer basic questions.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.B.1	Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.5.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media
TECH.8.1.5.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.5.C.CS4	Contribute to project teams to produce original works or solve problems

### **Target 1**

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SWBAT: create and share presentations with peers and teachers.

### **Target 2**

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SWBAT: Insert media, including images and videos into Google Slides.

### **Target 3**

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SWBAT: Add themes, backgrounds and animations to customize presentations.

## **Learning Goal 3 - Sheets**

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Students will have a fundamental understanding of Google Sheets, and its key features. Through this basic

understanding, they will easily create, share, and edit Sheets.

### [Learning Goal 3 Sheets Proficiency Scale](#)

TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.4	Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
TECH.8.1.5.A.5	Create and use a database to answer basic questions.
TECH.8.1.5.A.6	Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.

### **Target 1**

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SWBAT: Create and share spreadsheets with peers and teachers.

### **Target 2**

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SWBAT: Input data and sort the data within a spreadsheet.

### **Target 3**

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SWBAT: Create charts and graphs using data that they have input into the spreadsheet.

### **Learning Goal 4 - Draw**

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Students will develop a fundamental understanding of Google Drawings, its key features, and general benefits in the classroom. With a basic understanding of Google Drawings, you can enhance the effectiveness of any Docs, Sheets, and Slides they create.

### [Learning Goal 3 Drawing Proficiency Scale](#)

VPA.1.1.5.D.CS1	Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and
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	improve quality of living.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.5.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media
TECH.8.1.5.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

### **Target 1**

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SWBAT: Create, edit and format drawings using Google Drawings.

### **Target 2**

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SWBAT: Use Drawings to explain a concept visually.

### **Target 3**

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SWBAT: Use Drawings with Docs, Sheets, Forms, and Slides.

### **Summative Assessment**

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Create a project for each of the Google Applications.

## **21st Century Life and Careers**

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CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term
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consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP2.1

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP11.1

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## **Formative Assessment and Performance Opportunities**

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A variety of discussions and projects students will demonstrate their knowledge of the Google Apps.

## **Differentiation/Enrichment**

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Projects can be adjusted for the levels of each student.

- IEP/504 Modifications
- Self and peer reflection and collaboration
- Small Group Instruction
- Independent review of Video Instruction
- Review and Practice

## **Unit Resources**

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