

TITLE: **The Google Docs Specialist**

ISBN: 978-1-626890-66-4

#	Standard	Text Correlation	Correlation Narrative
1	<p><b>Creativity and Innovation</b> Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:</p> <ul style="list-style-type: none"> <li>a. apply existing knowledge to generate new ideas, products, or processes</li> <li>b. create original works as a means of personal or group expression</li> <li>c. use models and simulations to explore complex systems and issues</li> <li>d. identify trends and forecast possibilities</li> </ul>	<p>Docs: Projects 1.1 - 1.15; Sheets: Projects 2.1 - 2.9; Slides: Projects 3.1 - 3.6; Forms: Projects 4.1 - 4.3; Drawings: Projects 5.1 - 5.4</p>	<p>The projects are introduced just as they would be in a real business environment. As the in-house Google Docs Specialist, students receive “work order forms” that include a set of instructions from their clients. Students read, comprehend and apply the project scenario, directions and formatting requirements to produce an original work. New skills and specific content lead the student to an end product. Document development skill building occurs, leading student to a more efficient outcome.</p>
2	<p><b>Communication and Collaboration</b> Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:</p> <ul style="list-style-type: none"> <li>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media</li> <li>b. communicate information and ideas effectively to multiple audiences using a variety of media and formats</li> <li>c. develop cultural understanding and global awareness by engaging with learners of other cultures</li> <li>d. contribute to project teams to produce original works or solve problems</li> </ul>	<p>Docs: Projects 1.1 - 1.15; Sheets: Projects 2.1 - 2.9; Slides: Projects 3.1 - 3.6; Forms: Projects 4.1 - 4.3; Drawings: Projects 5.1 - 5.4 Collaboration: Projects 1.14, 1.15, 2.9, 3.1, 3.6, 4.3, 5.4</p>	<p>Students combine text and graphics to create professional business and marketing documents in a real-world application. Projects are designed to be completed independently, but also may require collaboration and brainstorming to develop an effective end product that delivers a clear message. Problem solving skills are put to the test when students are to apply content knowledge while covering all required technical criteria. Students are encouraged to design end products that communicate effectively to the masses.</p>

**International Society for Technology in Education (ISTE) - Grades 6-12**

**Health, Vocational Education and Computer Education/Instructional Technology Standards**

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3	<p><b>Research and Information Fluency</b>                      Students apply digital tools to gather, evaluate, and use information. Students:</p> <ul style="list-style-type: none"> <li>a. plan strategies to guide inquiry</li> <li>b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media</li> <li>c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks</li> <li>d. process data and report results</li> </ul>	<p>Docs: Projects 1.1 - 1.15;                      Sheets: Projects 2.1 - 2.9; Slides:                      Projects 3.1 - 3.6; Forms:                      Projects 4.1 - 4.3; Drawings:                      Projects 5.1 - 5.4</p>	<p>Using content provided and graphics from other media sources, students will plan and complete formatting requirements. Student projects are common end products for any business, and therefore encourage inquiry through research of sample documents. Because of the regular updates and changes to this web-based application, students are required to stay current with the technology.</p>
4	<p><b>Critical Thinking, Problem solving, and Decision Making</b>                      Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:</p> <ul style="list-style-type: none"> <li>a. identify and define authentic problems and significant questions for investigation</li> <li>b. plan and manage activities to develop a solution or complete a project</li> <li>c. collect and analyze data to identify solutions and/or make informed decisions</li> <li>d. use multiple processes and diverse perspectives to explore alternative solutions</li> </ul>	<p>Docs: Projects 1.1 - 1.15;                      Sheets: Projects 2.1 - 2.9; Slides:                      Projects 3.1 - 3.6; Forms:                      Projects 4.1 - 4.3; Drawings:                      Projects 5.1 - 5.4</p>	<p>The hierarchical skill-level format builds competency as the student applies software skills and critical thinking to produce the required end product. As with any software application, the student will apply alternative processes to reach the project goal.</p>

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5	<p><b>Digital Citizenship</b>                      Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:</p> <ul style="list-style-type: none"> <li>a. advocate and practice safe, legal and responsible use of information and technology</li> <li>b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity</li> <li>c. demonstrate personal responsibility for lifelong learning</li> <li>d. exhibit leadership for digital citizenship</li> </ul>	<p>Docs: Projects 1.1 - 1.15;                      Sheets: Projects 2.1 - 2.9; Slides: Projects 3.1 - 3.6; Forms: Projects 4.1 - 4.3; Drawings: Projects 5.1 - 5.4</p>	<p>Whether collaborating on ideas and sharing data or working individually, students produce their own work, following the rules established in the classroom. This type of creative simulation encourages inquiry and experimentation towards proficiency with the software.</p>
6	<p><b>Technology Operations and Concepts</b>                      Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:</p> <ul style="list-style-type: none"> <li>a. understand and use technology systems</li> <li>b. select and use applications effectively and productively</li> <li>c. troubleshoot systems and applications</li> <li>d. transfer current knowledge to learning new technologies</li> </ul>	<p>Docs: Projects 1.1 - 1.15;                      Sheets: Projects 2.1 - 2.9; Slides: Projects 3.1 - 3.6; Forms: Projects 4.1 - 4.3; Drawings: Projects 5.1 - 5.4</p>	<p>Most of the projects in this book build upon skills practiced in previous projects. Students are challenged to use five of the most popular Google productivity apps (Docs, Sheets, Slides, Forms and Drawings) to complete each project. Students must demonstrate skills in using technology such as file management, working with graphics images, digital design and layout and producing and printing documents. Skills learned and applied early in each unit aid in learning and applying more difficult and comprehensive skills. Students will combine skills across applications.</p>