

B.E. Publishing
Title Submitted: Learn-by-Doing: Google Apps, 4E

GOOGLE BASICS
COURSE CODE: 2704

COURSE DESCRIPTION: This course introduces the student to basic Google tools and focuses on collaboration, communication, and productivity through the completion of real-world, student-centered activities and projects.

OBJECTIVE: Given the necessary equipment, supplies, and facilities, the student will complete all of the following core standards successfully.

RECOMMENDED GRADE LEVELS: 7- 8

PREREQUISITE: N/A

COMPUTER REQUIREMENT: One computer per student with Internet access

REQUIRED SOFTWARE: G Suite and additional Google Applications

RESOURCES: [MySCTextbooks](#)

A. SAFETY

Effective professionals know the academic subject matter, including safety as required for proficiency within their area. They will use this knowledge as needed in their role. The following accountability criteria are considered essential for students in any program of study.

1. Review school safety policies and procedures.
 - Not addressed
2. Review classroom safety rules and procedures.
 - Not addressed
3. Review safety procedures for using equipment in the classroom.
 - Not addressed
4. Identify major causes of work-related accidents in office environments.
 - Not addressed
5. Demonstrate safety skills in an office/work environment.
 - Not addressed

B. STUDENT ORGANIZATIONS

Effective professionals know the academic subject matter, including professional
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development, required for proficiency within their area. They will use this knowledge as needed in their role. The following accountability criteria are considered essential for students in any program of study.

1. Identify the purpose and goals of a Career and Technology Student Organization (CTSO).
 - Not addressed
2. Explain how CTSOs are integral parts of specific clusters, majors, and/or courses.
 - Not addressed
3. Explain the benefits and responsibilities of being a member of a CTSO.
 - Not addressed
4. List leadership opportunities that are available to students through participation in CTSO conferences, competitions, community service, philanthropy, and other activities.
 - Not addressed
5. Explain how participation in CTSOs can promote lifelong benefits in other professional and civic organizations.
 - Not addressed

C. TECHNOLOGY KNOWLEDGE

Effective professionals know the academic subject matter, including the ethical use of technology as needed in their role. The following accountability criteria are considered essential for students in any program of study.

1. Demonstrate proficiency and skills associated with the use of technologies that are common to a specific occupation.
 - Lesson 1.1, pg. 2-8, "Managing and Organizing Your Files." Students build on their existing hardware and software knowledge to learn basic file management using Google Drive.
 - Lesson 2.1, pg. 26-31, "Managing and Organizing Your Account." Students build on existing hardware and software knowledge to learn basic file management using Gmail.
 - Lesson 2.6, pg. 51-55, "Managing Inboxes." Students are asked to work with a partner to manage inboxes, star messages, block messages, and create filters.
 - Lesson 3.1, pg. 64-71, "Formatting and Printing a Document." Students build on their existing hardware and software knowledge to learn to use Google Docs.
 - Lesson 4.1, pg. 160-167, "Creating and Formatting a Spreadsheet." Students build on existing hardware and software knowledge to create and format a spreadsheet.
 - Lesson 5.1, pg. 260-270, "Formatting Text and Images." Students build on existing hardware and software knowledge to create a Google Slide presentation.
 - Lesson 6.1, pg. 336-346, "Creating and Sending a Form." Students build on existing hardware and software knowledge to create and send Google Forms.
 - Lesson 8.1, pg. 406-420, "Drawing with Basic Tools." Students build on existing

- hardware and software knowledge to create a Google Drawing.
- Lesson 7.1, pg. 378-388, “Creating a Site.” The student creates a website about career explorations using Google Sites by changing a theme, adding a textbox, inserting an image, resizing an image, using a bulleted list, formatting text, and changing a section color.
 - Lesson 7.2, pg. 389-395, “Formatting a Site.” The student will enhance the site built in Lesson 7.1 by changing the header and theme colors, changing the header type and text styles, and inserting hyperlink.
2. Identify proper netiquette when using e-mail, social media, and other technologies for communication purposes.
 - Lesson 1.2, pg. 9-13, "Sharing Your First Document." Students create and share a document about their first job using assigning permissions, opening a shared document, and deleting a file.
 - Lesson 2.2, pg. 32-35, “Sending an Email.” The student will add an attachment to an email, insert a file from Google Drive, and send an email.
 - Lesson 2.6, pg. 51-55, “Managing Inboxes.” Students are asked to work with a partner to manage inboxes, star messages, block messages, and create filters.
 - Lesson 3.9, pg. 125-137, “Formatting and Organizing Text.” The student will create a digital report on teams using Google Docs by inserting page numbers, inserting page breaks, applying paragraph styles, creating a table of contents, and using the Explore feature while learning about teams in the workplace.
 - Lesson 3.13, pg. 154-158, “Using Emojis in a Document.” The student will work with a document describing the appropriate use of communications technology in the office, as they convert a PDF and insert emojis.
 3. Identify potential abuse and unethical uses of laptops, tablets, computers, and/or networks.
 - Not addressed
 4. Explain the consequences of social, illegal, and unethical uses of technology (e.g., piracy; cyberbullying, illegal downloading; licensing infringement; inappropriate uses of software, hardware, and mobile devices in the work environment).
 - Lesson 1.2, pg. 9-13, "Sharing Your First Document." Students create and share a document about their first job using assigning permissions, opening a shared document, and deleting a file.
 5. Discuss legal issues and the terms of use related to copyright laws, fair use laws, and ethics pertaining to downloading of images, photographs, documents, video, sounds, music, trademarks, and other elements for personal use.
 - Not addressed
 6. Describe ethical and legal practices of safeguarding the confidentiality of business-related information.
 - Not addressed
 7. Describe possible threats to a laptop, tablet, computer, and/or network and methods of avoiding attacks.
 - Not addressed

D. PERSONAL QUALITIES AND EMPLOYABILITY SKILLS

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Effective professionals know the academic subject matter, including positive work practices and interpersonal skills, as needed in their role. The following accountability criteria are considered essential for students in any program of study.

1. Demonstrate punctuality.
 - Students will demonstrate punctuality daily when they arrive to class on time and submit completed work in the allotted timeframe determined by the instructor.
2. Demonstrate self-representation.
 - Not addressed
3. Demonstrate work ethic.
 - Students will demonstrate good work ethic as they complete finished work with responsibility, respect, discipline, and integrity.
4. Demonstrate respect.
 - Students will demonstrate respect by working with care when using technology and computer equipment.
5. Demonstrate time management.
 - Students will demonstrate time management skills by completing each lesson within the timeframe determined by the instructor.
 - Lesson 3.9, pg. 125-137, "Formatting and Organizing Text." The student will create a digital report on professionalism using Google Docs by inserting page numbers, inserting page breaks, applying paragraph styles, creating a table of contents, and using the Explore feature while learning about professionalism and time management in the workplace.
6. Demonstrate integrity.
 - Students will demonstrate integrity as they work independently and use technology responsibly when sharing files and searching the internet.
7. Demonstrate leadership.
 - Students will demonstrate leadership when collaborating with classmates. Lesson 2.3, pg. 36-42, "Collaborating with Gmail.", Lesson 2.5, pg. 47-50, "Chatting in Gmail.", Lesson 9.1, pg. 436-444, "Joining a Video Meeting.", Lesson 9.2, pg. 445-448, "Presenting Your Screen.", Lesson 9.3, pg. 449-454, "Managing Audio and Video Settings.", Lesson 9.4, pg. 455-459, "Managing Users.", Lesson 10.1, pg. 462-467, "Collaborating with Docs.", Lesson 10.2, pg. 468-473, "Collaborating with Sheets.", Lesson 10.3, pg. 474-479, "Collaborating with Slides.", Lesson 10.4, pg. 480-486, "Collaborating with Forms.", Lesson 10.5, pg. 487-490, "Collaborating with Sites."
8. Demonstrate teamwork and collaboration.
 - Lesson 2.3, pg. 36-42, "Collaborating with Gmail." Students collaborate with a partner to schedule a meeting by replying to email, adding a contact, and creating a contact group.
 - Lesson 2.5, pg. 47-50, "Chatting in Gmail." Students are asked to use Gmail with a partner to chat within Gmail.
 - Lesson 3.9, pg. 125-137, "Formatting and Organizing Text." The student will create a digital report on teams using Google Docs by inserting page numbers, inserting page breaks, applying paragraph styles, creating a table of contents, and using the Explore feature while learning about teams in the workplace.

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- Lesson 9.1, pg. 436-444, “Joining a Video Meeting.” Students will use Google Meet to schedule and join a meeting via calendar invite and an email.
 - Lesson 9.2, pg. 445-448, “Presenting Your Screen.” Student will start a meeting from within Google Docs, present a screen and share files.
 - Lesson 9.3, pg. 449-454, “Managing Audio and Video Settings.” Student will participate in a Google Meet and practice muting the microphone, turning off the camera, and using captions.
 - Lesson 9.4, pg. 455-459, “Managing Users.” Student is asked to conduct a Google Meet with two other students and practice muting, pinning, and removing participants during the meeting. Students will also invite users via a Meeting Code and joining via a Meeting Code.
 - Lesson 10.1, pg. 462-467, " Collaborating with Docs." Students will collaborate by typing a thank you note and editing it with agreed upon changes.
 - Lesson 10.2, pg. 468-473, “Collaborating with Sheets.” Students use Google Sheets to collaborate with a partner to create and share a spreadsheet about spirit week t-shirt orders using notes, comments, and version history.
 - Lesson 10.3, pg. 474-479, “Collaborating with Slides.” Students use Google Slides to collaborate on a presentation about the benefits of funding a high school drama program.
 - Lesson 10.4, pg. 480-486, " Collaborating with Forms." Students collaborate to create a quiz about identifying someone’s interests, abilities, and aptitudes by adding collaborators and modifying the form.
 - Lesson 10.5, pg. 487-490, “Collaborating with Sites.” Students are asked to work with a partner to collaborate on a website using Google Sites.
9. Demonstrate conflict resolution.
- Student will demonstrate conflict resolution (as it arises) throughout the lessons that require teamwork and collaboration—including Lessons 2.3, 2.5, 9.1- 9.4, and 10.1-10.5.
10. Demonstrate perseverance.
- Students will demonstrate perseverance since this text provides the opportunity to use the technology of the software to seek help and troubleshoot as needed.
11. Demonstrate commitment.
- Not addressed
12. Demonstrate a healthy view of competition.
- Not addressed
13. Demonstrate a global perspective.
- Not addressed
14. Demonstrate health and fitness.
- Not addressed
15. Demonstrate self-direction.
- Students will demonstrate self-direction since this text uses a ‘learn-by-doing’ approach, where they are afforded the opportunity to work independently.
16. Demonstrate lifelong learning.
- Not addressed

E. PROFESSIONAL KNOWLEDGE

Effective professionals know the academic subject matter, including positive work practices and interpersonal skills, as needed in their role. The following accountability criteria are considered essential for students in any program of study.

1. Demonstrate effective speaking and listening skills.
 - Lesson 5.4, pg. 293-303, “Preparing to Present.” Students will add speaker notes, use presenter view, use Audience Q&A Feature and the Explore Feature. Additionally, throughout Unit 5, students may be given the opportunity to present each of the eight slideshow presentations completed in this unit.
2. Demonstrate effective reading and writing skills.
 - Throughout this text, students are expected to ‘learn-by-doing’ which encompasses reading and writing skills in each lesson.
3. Demonstrate mathematical reasoning.
 - Lesson 4.2, pg. 168-177, "Using Spreadsheets to Calculate Data." Students use Google Sheets to build a spreadsheet to calculate discount amount and discounted prices.
 - Lesson 4.3, pg. 178-183, “Using Functions.” Students use Google Sheets to calculate averages and minimum and maximum values.
 - Lesson 4.5, pg. 190-199, “Creating Pie, Column, and Bar Charts.” Students use Google Sheets to create charts that show percentages of totals.
 - Lesson 4.6, pg. 200-207, “Creating a Line Chart.” The student will use Google Sheets to develop a line chart to map out March Madness viewership.
 - Lesson 4.12, pg. 250-257, “Cleaning Up Data.” Students will use Google Sheets to calculate order amounts and tip amounts and will use Column stats to explore details about the data.
4. Demonstrate job-specific mathematics skills.
 - Lesson 4.2, pg. 168-177, "Using Spreadsheets to Calculate Data." Students use Google Sheets to build a spreadsheet to calculate discount amount and discounted prices.
 - Lesson 4.5, pg. 190-199, “Creating Pie, Column, and Bar Charts.” Students use Google Sheets to create charts that show percentages of totals.
 - Lesson 5.2, pg. 271-282, “Using Shapes.” The student uses Google Slides to create a presentation on train schedules by inserting shapes, aligning shapes, changing fill color, changing border weight, inserting a textbox, duplicating a shape, inserting Word Art, reordering slides, grouping objects, and using Zoom.
5. Demonstrate critical-thinking and problem-solving skills.
 - Students will demonstrate critical-thinking and problem-solving skills throughout the text by completing each project and building documents utilizing their Google applications skills.
 - Lesson 1.2, pg. 9-13, "Sharing Your First Document." Students create and share a document about their first job.
 - Lesson 7.1, pg. 378-388, “Create a Site.” Students will use critical-thinking and problem-solving skills to create and design a site that best illustrates the required information about career explorations.

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- Lesson 10.1, pg. 462-467, "Collaborating with Docs." Students work together to create and revise a thank you note to a business who provided an internship opportunity.
6. Demonstrate creativity and resourcefulness.
 - Lesson 4.5 pg. 190-199, "Creating Pie, Column, and Bar Charts." Students use employment statistics to create a pie chart, column chart, and bar graph to visually display data.
 - Lesson 5.4, pg. 293-303, "Preparing to Present." Students will use the Explore feature to apply layout and design options of their own choice to create a presentation about trade schools in the U.S.
 - Lesson 5.8, pg. 327-334, "Modify Themes." Students will modify themes to create their own visual design as they create a presentation about dog breeds.
 - Lesson 6.2, pg. 347-351, "Viewing Responses and Data." Students use responses submitted in Lesson 6.1 to view survey response data.
 - Lesson 8.2, pg. 421-428, "Arranging Objects and Inserting Images." Students learn to create and format shapes and other graphic elements to create a header image on an online profile page.
 7. Demonstrate an understanding of business ethics.
 - Lesson 3.9, pg. 125-137, "Formatting and Organizing Text." The student will create a digital report on teams using Google Docs by inserting page numbers, inserting page breaks, applying paragraph styles, creating a table of contents, and using the Explore feature while learning about teams in the workplace.
 8. Demonstrate confidentiality.
 - Not addressed
 9. Demonstrate an understanding of workplace structures, organizations, systems, and climates.
 - Lesson 3.9, pg. 125-137, "Formatting and Organizing Text." The student will create a digital report on teams using Google Docs by inserting page numbers, inserting page breaks, applying paragraph styles, creating a table of contents, and using the Explore feature while learning about teams in the workplace.
 - Lesson 7.1, pg. 378-388, "Create a Site." Students will use critical-thinking and problem-solving skills to create and design a site that best illustrates the required information about career explorations. Students add further information about careers to this site throughout Lessons 7.2-7.3.
 10. Demonstrate diversity awareness.
 - Not addressed
 11. Demonstrate job acquisition and advancement skills.
 - Lesson 7.1, pg. 378-388, "Create a Site." Students will use critical-thinking and problem-solving skills to create and design a site that best illustrates the required information about career explorations. Students add further information about careers to this site throughout Lessons 7.2-7.3.
 - Lesson 10.1, pg. 462-467, "Collaborating with Docs." Students work together to create and revise a thank you note to a business who provided an internship opportunity.

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12. Demonstrate task management skills.

- Student will demonstrate task management skills by completing each lesson within the timeframe determined by the instructor and using proper file management and organization.
- Lesson 3.9, pg. 125-137, "Formatting and Organizing Text." The student will create a digital report including information about task management tools using Google Docs by inserting page numbers, inserting page breaks, applying paragraph styles, creating a table of contents, and using the Explore feature.

13. Demonstrate customer-service skills.

- Lesson 2.8, pg. 59-62, "Managing Settings." Student is asked to set a vacation responder, create a signature, and enable desktop notifications.

F. DIGITAL LITERACY

Effective professionals demonstrate appropriate digital literacy skills as needed in their role. The following accountability criteria are considered essential for students in any program of study.

1. Demonstrate keyboarding speed and accuracy on a computing device.

- Throughout this text, students demonstrate proficiency in keyboarding speed and accuracy in the successful completion of the lessons in the time designated by the instructor.

2. Demonstrate proper keyboarding technique when keying letters, numbers, and symbols at a rate of 25-30 words per minute.

- Throughout this text, students demonstrate proficiency in keyboarding speed and accuracy in the successful completion of the lessons in the time designated by the instructor.

3. Collaborate in small groups to create and edit online documents in real time (e.g. multiple users editing one document in a shared online space.)

- Lesson 2.3, pg. 36-42, "Collaborating with Gmail." Students collaborate with a partner to schedule a meeting by replying to email, adding a contact, and creating a contact group.
- Lesson 2.5, pg. 47-50, "Chatting in Gmail." Students are asked to use Gmail with a partner to chat within Gmail.
- Lesson 3.9, pg. 125-137, "Formatting and Organizing Text." The student will create a digital report on teams using Google Docs by inserting page numbers, inserting page breaks, applying paragraph styles, creating a table of contents, and using the Explore feature while learning about teams in the workplace.
- Lesson 9.1, pg. 436-444, "Joining a Video Meeting." Students will use Google Meet to schedule and join a meeting via calendar invite and an email.
- Lesson 9.2, pg. 445-448, "Presenting Your Screen." Student will start a meeting from within Google Docs, present a screen and share files.
- Lesson 9.3, pg. 449-454, "Managing Audio and Video Settings." Student will participate in a Google Meet and practice muting the microphone, turning off the camera, and using captions.
- Lesson 9.4, pg. 455-459, "Managing Users." Student is asked to conduct a Google

Meet with two other students and practice muting, pinning, and removing participants during the meeting. Students will also invite users via a Meeting Code and joining via a Meeting Code.

- Lesson 10.1, pg. 462-467, "Collaborating with Docs." Students will collaborate by typing a thank you note and editing it with agreed upon changes.
 - Lesson 10.2, pg. 468-473, "Collaborating with Sheets." Students use Google Sheets to collaborate with a partner to create and share a spreadsheet about spirit week t-shirt orders using notes, comments, and version history.
 - Lesson 10.3, pg. 474-479, "Collaborating with Slides." Students use Google Slides to collaborate on a presentation about the benefits of funding a high school drama program.
 - Lesson 10.4, pg. 480-486, "Collaborating with Forms." Students collaborate to create a quiz about identifying someone's interests, abilities, and aptitudes by adding collaborators and modifying the form.
 - Lesson 10.5, pg. 487-490, "Collaborating with Sites." Students are asked to work with a partner to collaborate on a website using Google Sites.
4. Identify and use appropriate file sharing strategies (e.g., copy and paste, links, e-mail attachments).
- Lesson 1.2, pg. 9-13, "Sharing Your First Document." Students will demonstrate sharing a document, assigning permissions, adding a message, sorting files, opening a shared file, deleting a file, and sharing a folder.
 - Lesson 2.2, pg. 32-35, "Sending an Email." Student will email their instructor, add an attachment, and insert a file.
 - Lesson 3.1, pg. 64-71, "Formatting and Printing a Document." Students will create a Google Doc and share the file with their instructor.
 - Lesson 4.1, pg. 160-167, "Creating and Formatting a Spreadsheet." Students will create a Google Sheet and share the file with their instructor.
 - Lesson 5.1, pg. 260-270, "Formatting Text and Images." Students will create a Google Slide and share the file with their instructor.
 - Lesson 8.1, pg. 406-420, "Drawing with Basic Tools." Students will create a Google Drawing and share the file with their instructor.
 - Lesson 9.2, pg. 445-448, "Presenting Your Screen." Students will share a file and create a new meeting from that file.
 - Lesson 10.4, pg. 480-486, "Collaborating with Forms." Students will create a Google Form and share the file with their partner as they collaborate on editing.
 - Lesson 10.5, pg. 487-490, "Collaborating with Sites." Students will create a Google Site and share the file with their partner as they collaborate on editing.
5. Produce documents according to industry standards (e.g., citation styles, agendas, financial statements, resumes).
- Lesson 3.3, pg. 77-83, "Linking within a Document." Students will create a properly formatted business memo to communicate important information within a business.
 - Lesson 3.10, pg. 138-140, "Translating a Document." Students will create a properly formatted block style letter and then translate the document.

- Lesson 3.12, pg. 147-153, “Linking within a Document.” Students will create a properly formatted meeting minutes document for a wellness committee meeting.
6. Identify and use tabs in a word processing document (i.e., left, right, center, decimal).
 - Not addressed
 7. Identify and use appropriate file compression techniques (e.g., zipping folders and files, image and file compression).
 - Not addressed

G. COMPUTING SYSTEMS

Effective professionals understand computing systems and how they are used as needed in their role. The following accountability criteria are considered essential for students in any program of study.

1. Determine appropriate hardware, operating systems, and software based upon the needs of users in various career fields (e.g., computing devices used by professional video producers and students differ).
 - Throughout the text, students utilize Google’s productivity applications based on the needs of the task.
2. Analyze the use of computing to solve relevant problems.
 - Throughout this text, students utilize Google’s productivity applications to solve problems presented in each lesson and create professional documents. In particular, lessons involving Google Sheets utilize functions and computer science principles to solve problems such as sorting and filtering data and solving mathematical equations.

H. NETWORKS AND THE INTERNET

Effective professionals understand networks and the internet and how they are used as needed in their role. The following accountability criteria are considered essential for students in any program of study.

1. Identify and define basic Internet terminology (e.g., World Wide Web, browsers, networks, Internet, intranet, search engine, cloud computing).
 - Not addressed, however students utilize browsers, search engines, etc. throughout their work with Google’s web-based applications. In particular, lessons in Google Drive involve the principles of cloud-based file management.
2. Describe the uses of the Internet.
 - Not addressed, however students utilize the internet throughout the text to access Google’s web-based applications and manage their work stored in a cloud-based environment.
3. Identify types of Internet connections.
 - Not addressed
4. Identify methods to protect data, information, and computing devices across networks.

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- Lesson 4.11, pg. 238-249, “Naming and Protecting Ranges.” Students will create a Google Sheet, name ranges of relevant data, then protect the ranges and an entire sheet with a password to protect the data from unwanted changes.

I. IMPACT OF COMPUTING

Effective professionals understand the impact of computing, as needed in their role. The following accountability criteria are considered essential for students in any program of study.

1. Identify traditional and nontraditional careers that use computer science (e.g., computer science in agriculture, medical, and public safety fields).
 - Not addressed
2. Identify and describe emerging technologies (e.g., virtual reality, robotics, animation, and gaming).
 - Not addressed

J. GOOGLE SEARCH AND GOOGLE CHROME

Effective Business professionals demonstrate basic skills using Google Search and Google Chrome as needed in their role. The following accountability criteria are considered essential for students in any Business program of study.

1. Navigate the Web with Google Chrome.
 - Students utilize the internet throughout the text to access Google’s web-based applications and manage their work stored in a cloud-based environment.
2. Add and manage bookmarks, history, and extensions.
 - Not addressed
3. Conduct a basic, advanced, and specialized Google search.
 - Lesson 5.3, pg. 283-292, “Working with Images.” Students use Google search functions to locate images and other information to include in a presentation. In addition, students will utilize search engines including Google throughout the text to locate information they can use in professional documents created.
 - Students search for Google images and other information by inserting images within Google applications and using the Explore feature.
4. Analyze search results page.
 - Not addressed
5. Filter search results using Google search tools including searching for images.
 - Not addressed
6. Filter image search results by usage rights.
 - Not addressed
7. Refine search using Boolean operators and key words.
 - Not addressed
8. Restrict search to specific file types.
 - Not addressed

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9. Evaluate search results by domain.
 - Not addressed
10. Use QuickFind features.
 - Not addressed
11. Explore Google's non-search features (e.g., translate, books).
 - Lesson 3.10, pg. 138-140, "Translating a Document." Students will create a properly formatted block style letter and then translate the document. Several other Google features are highlighted throughout the text.
12. Add and organize bookmarks using location, name, and labels.
 - Not addressed

K. GMAIL

Effective Business professionals demonstrate basic skills using Gmail as needed in their role. The following accountability criteria are considered essential for students in any Business program of study.

1. Explain how e-mail works.
 - Lesson 2.1, pg. 26-31, "Managing and Organizing Your Account." Students learn what Gmail is, how to access it, and the benefits of using this web-based email service.
2. Sign up for a Google account.
 - Lesson 2.1, pg. 26-31, "Managing and Organizing Your Account." Students build on existing hardware and software knowledge to access Gmail, create a label, select a theme, compose an email, delete a draft, delete a label, and sign out of Gmail.
3. Modify Google account settings, if available.
 - Lesson 1.4, pg. 17-21, "Managing Settings." Students manage settings by enabling offline accessibility, displaying Quick Address, changing notification settings, displaying file or folder activity, and displaying file or folder details.
 - Lesson 2.5, pg. 47-50, "Chatting in Gmail." Students modify and customize chat settings and explore other Gmail settings.
4. Manage Gmail contacts.
 - Lesson 2.3, pg. 36-42, "Collaborating with Gmail." Students will access contacts, add a contact, create a contact group, and email a group.
5. Organize messages through the use of Gmail labels.
 - Lesson 2.6, pg. 51-55, "Managing Inboxes." Students are asked to work with a partner to manage inboxes, star messages, block messages, and create filters.
 - Lesson 2.7, pg. 56-58, "Managing Display Preferences" Students are asked to manage display preferences, change inbox types, search and sort inbox, view sent messages, and use Gmail offline.

L. GOOGLE CALENDAR

Effective Business professionals demonstrate basic skills using Google Calendar, as needed in their role. The following accountability criteria are considered essential for students in any Business program of study.

1. Create online calendar.
 - Not addressed
2. Create an event.
 - Lesson 9.1, pg. 436-444: “Joining a Video Meeting.” Students create a new calendar event as a meeting held through Google Meet.
3. Create repeating events.
 - Not addressed
4. Set up event reminders.
 - Not addressed
5. Invite others and accept invitations to events.
 - Lesson 9.1, pg. 436-444: “Joining a Video Meeting.” Students create a new calendar event and accept invitations from other students.
6. Add events through Gmail.
 - Not addressed
7. Share calendar with others.
 - Not addressed
8. Change calendar views.
 - Not addressed

M. GOOGLE DRIVE FUNDAMENTALS

Effective Business professionals demonstrate basic skills using Google Drive, as needed in their role. The following accountability criteria are considered essential for students in any Business program of study.

1. Collaborate on Google applications, (e.g., docs, slides, and sheets).
 - Lesson 2.3, pg. 36-42, " Collaborating with Gmail." Students collaborate with a partner to schedule a meeting by replying to email, adding a contact, and creating a contact group.
 - Lesson 2.5, pg. 47-50, “Chatting in Gmail.” Students are asked to use Gmail with a partner to chat within Gmail.
 - Lesson 3.9, pg. 125-137, “Formatting and Organizing Text.” The student will create a digital report on teams using Google Docs by inserting page numbers, inserting page breaks, applying paragraph styles, creating a table of contents, and using the Explore feature while learning about teams in the workplace.
 - Lesson 9.1, pg. 436-444, “Joining a Video Meeting.” Students will use Google Meet to schedule and join a meeting via calendar invite and an email.
 - Lesson 9.2, pg. 445-448, “Presenting Your Screen.” Student will start a meeting from within Google Docs, present a screen and share files.
 - Lesson 9.3, pg. 449-454, “Managing Audio and Video Settings.” Student will participate in a Google Meet and practice muting the microphone, turning off the camera, and using captions.
 - Lesson 9.4, pg. 455-459, “Managing Users.” Student is asked to conduct a Google Meet with two other students and practice muting, pinning, and removing participants during the meeting. Students will also invite users via a Meeting Code and joining via

- a Meeting Code.
- Lesson 10.1, pg. 462-467, "Collaborating with Docs." Students will collaborate by typing a thank you note and editing it with agreed upon changes.
- Lesson 10.2, pg. 468-473, "Collaborating with Sheets." Students use Google Sheets to collaborate with a partner to create and share a spreadsheet about spirit week t-shirt orders using notes, comments, and version history.
- Lesson 10.3, pg. 474-479, "Collaborating with Slides." Students use Google Slides to collaborate on a presentation about the benefits of funding a high school drama program.
- Lesson 10.4, pg. 480-486, "Collaborating with Forms." Students collaborate to create a quiz about identifying someone's interests, abilities, and aptitudes by adding collaborators and modifying the form.
- Lesson 10.5, pg. 487-490, "Collaborating with Sites." Students are asked to work with a partner to collaborate on a website using Google Sites.
- 2. Communicate through the use of making and resolving comments.
 - Lessons 10.1, 10.2, 10.3, pg. 462-479, Students will add and resolve comments, and use suggestion mode in Docs, Sheets, and Slides.
- 3. Share or e-mail documents as attachments.
 - Lesson 2.2, pg. 32-35, Student will add an attachment to an email, insert a file from Drive, and send an email.
- 4. Create folders and upload files to Google Drive.
 - Lesson 1.1, pg. 2-8, "Managing and Organizing Your Files." Students will create a folder, rename a folder, save a file, rename a file, move a file, and move a folder on Google Drive.
 - Lesson 1.5, pg. 22-24, "Managing Files from Your Computer." Students will upload files and folders from a hard drive to Google Drive.
- 5. Share folders in Google Drive.
 - Lesson 1.2, pg. 9-13, "Sharing Your First Document" Students will share a document, assign permissions, open a share file, and share a folder in Google Drive.

N. GOOGLE DOCS

Effective Business professionals demonstrate basic skills using Google Docs, as needed in their role. The following accountability criteria are considered essential for students in any Business program of study.

1. Create a word processing document (e.g., business letter, report, and table).
 - Lesson 3.3, pg. 77-83, "Linking within a Document." Students will create a properly formatted business memo to communicate important information within a business.
 - Lesson 3.5, pg. 89-98, "Working with Tables and Links." Students will create a table, pin a header row, sort table row, and reorder rows and columns.
 - Lesson 3.10, pg. 138-140, "Translating a Document." Students will create a properly formatted block style letter and then translate the document.
 - Lesson 3.12, pg. 147-153, "Linking within a Document." Students will create a properly formatted meeting minutes document for a wellness committee meeting.

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2. Apply formatting features: fonts, paragraph styles, alignment, bullets/numbering, and line spacing.
 - Lesson 3.1, pg. 64-71, “Formatting and Printing a Document.” Students apply various font formatting and use the format painter tool.
 - Lesson 3.2, pg. 72-76, “Formatting Lists.” Student will change line spacing, using a bulleted list, inserting a horizontal line, using a numbered list, adjusting line spacing, aligning texts, using word count and using select all.
 - Lesson 3.3, pg. 77-83, “Editing Basics.” Student will use spell suggestion, cut, copy, paste, find and replace text, increasing indentation of text, and defining text.
 - Lesson 3.8, pg. 116-124, “Using Shapes and Graphic Tools.” Students will change page orientation, change page margins, change page color, insert word art, change shape fill color, change border color, change border weight, use wrap text, and insert a shape.
3. Insert and move text and objects (e.g., images, links, headers, and page numbers).
 - Lesson 3.5, pg. 89-98, “Working with Tables and Links.” Students will build a table using Google Docs and Google Chrome to include images and links to information about state birds.
 - Lesson 3.7, pg. 109-115, “Retrieving and Copying a Document.” Student will open existing document, make copy of document, insert an image, resize the image, and crop the image.
4. Set permissions for sharing a document.
 - Lesson 1.2, pg. 9-13, " Sharing Your First Document." Students create and share a document about their first job using assigning permissions, opening a shared document, and deleting a file.
5. Use the research tool from within a document.
 - Lesson 3.9, pg. 125-137, “Formatting and Organizing Text.” The student will create a digital report using Google Docs by inserting page numbers, inserting page breaks, applying paragraph styles, creating table of contents, and using the Explore feature.
6. Download and/or print a document.
 - Lesson 3.1, pg. 64-71, “Formatting and Printing a Document.” Students build on existing hardware and software knowledge to create a document by selecting text, formatting text, using undo/redo, using Zoom, using print preview, and printing a document.

O. GOOGLE SHEETS

Effective Business professionals demonstrate basic skills using Google Sheets, as needed in their role. The following accountability criteria are considered essential for students in any Business program of study.

1. Create a spreadsheet.
 - Lesson 4.1, pg. 160-167, “Creating and Formatting a Spreadsheet,” Students build on existing hardware and software knowledge to create a Google Spreadsheet by creating a new spreadsheet, resizing a column, inserting a column, deleting rows, using Auto Fill, formatting data, center aligning data, using undo/redo, and sharing

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- a spreadsheet.
2. Enter text, dates, and numbers into rows and columns.
 - Lesson 4.4, pg. 184-189, “Working with Links.” Student will use Google Sheets to create a spreadsheet about college mascots by inserting a link, formatting column width, using text wrap, using Paint format, and using the Explore feature.
 - Lesson 4.8, pg. 220-227, “Importing Data.” Students will use Google Sheets to import data from a CSV file, delete columns, add and delete cells, freeze rows, paste values, and use date format and the LEFT function.
 3. Merge cells vertically and horizontally.
 - Lesson 4.5, pg. 190-200, “Creating Pie, Column, and Bar Charts.” Students will rename a sheet, insert a new sheet, merge cells, use fill color, create a pie, column and bar chart, format and move charts, and change sheet tab colors.
 4. Enter and edit formulas in a cell and/or use the formula bar.
 - Lesson 4.2, pg. 167-177, “Using Spreadsheets to Calculate Data.” Student will find and replace text, format as currency, use formulas and functions (multiply, add, SUM, divide), apply alternating colors, view formulas, and use print settings.
 5. Analyze and use functions, (e.g., financial, statistical, mathematical, and logical).
 - Lesson 4.3, pg. 178-183, “Using Functions.” Student will use functions (AVERAGE, MIN, MAX), increase/decrease decimal places, cut and paste text, add borders, and change page orientation.
 - Lesson 4.10, pg. 228-237, “Using Data Validation Features.” Students are asked to import from a XLSX file, use data validation, use SPLIT function, use COUNT and COUNTIF functions, apply conditional formatting, filter data, and save and apply filter views.
 6. Format cells.
 - Lesson 4.2, pg. 167-177, “Using Spreadsheets to Calculate Data.” Student will find and replace text, format as currency, use formulas and functions (multiply, add, SUM, divide), apply alternating colors, view formulas, and use print settings.
 - Lesson 4.8, pg. 220-227, “Importing Data.” Students will use Google Sheets to import data from a CSV file, delete columns, add and delete cells, freeze rows, paste values, and use date format and the LEFT function.
 - Lesson 4.10, pg. 228-237, “Using Data Validation Features.” Students are asked to import from a XLSX file, use data validation, use SPLIT function, use COUNT and COUNTIF functions, apply conditional formatting, filter data, and save and apply filter views.
 7. Differentiate the different types of data used in Sheets, (e.g., currency, date, time, numbers, text, symbols, etc.).
 - Lesson 4.2, pg. 167-177, “Using Spreadsheets to Calculate Data.” Student will find and replace text, format as currency, use formulas and functions (multiply, add, SUM, divide), apply alternating colors, view formulas, and use print settings.
 8. Sort, manage, and analyze data.
 - Lesson 4.2, pg. 167-177, “Using Spreadsheets to Calculate Data.” Student will find and replace text, format as currency, use formulas and functions (multiply, add, SUM, divide), apply alternating colors, view formulas, and use print settings.
 - Lesson 4.3, pg. 178-183, “Using Functions.” Student will use functions

- (AVERAGE, MIN, MAX), increase/decrease decimal places, cut and paste text, add borders, and change page orientation.
- Lesson 4.10, pg. 228-237, “Using Data Validation Features.” Students are asked to import from a XLSX file, use data validation, use SPLIT function, use COUNT and COUNTIF functions, apply conditional formatting, filter data, and save and apply filter views..
 - Lesson 4.11, pg. 238-248, “Naming and Protecting Ranges.” Students are asked to delete, copy, and protect a Sheet. They are also asked to name a range, protect a range, reference named range, reference cells across sheets, insert drawings, delete a sheet, and download workbook as a PDF.
 - Lesson 10.2, pg. 468-473, “Collaborating with Sheets.” Students are asked to collaborate with a partner to create and share a spreadsheet to manage t-shirt inventory and orders, add comments, insert a note, and review revision history.
9. Download and/or print a spreadsheet.
- Lesson 4.2, pg. 167-177, “Using Spreadsheets to Calculate Data.” Student will find and replace text, format as currency, use formulas and functions (multiply, add, SUM, divide), apply alternating colors, view formulas, and use print settings.
 - Lesson 4.11, pg. 238-248, “Naming and Protecting Ranges.” Students are asked to delete, copy, and protect a Sheet. They are also asked to name a range, protect a range, reference named range, reference cells across sheets, insert drawings, delete a sheet, and download workbook as a PDF.
10. Create and edit various charts from data in a spreadsheet.
- Lesson 4.5, pg. 190-200, “Creating Pie, Column, and Bar Charts.” Students will rename a sheet, insert a new sheet, merge cells, use fill color, create a pie, column and bar chart, format and move charts, and change sheet tab colors..
 - Lesson 4.6, pg. 200-207, “Creating a Line Chart.” Students will format numbers, create a line chart, insert an image, resize an image, and apply a theme.

P. GOOGLE SLIDES

Effective Business professionals demonstrate basic skills using Google Slides, as needed in their role. The following accountability criteria are considered essential for students in any Business program of study.

1. Create a slide show, (e.g., interactive, formal, informative).
 - Lesson 5.1, pg. 259-270, “Formatting Text and Images.” Students build on existing hardware and software knowledge to create a new Google Presentation by choosing a theme, formatting text, adding a new slide, inserting an image, resizing an image, cropping an image, changing slide layout, creating a bulleted list, changing line spacing, viewing a presentation, publishing to the Web, and sharing a presentation.
 - Lesson 10.3, pg. 474-479, “Collaborating with Slides.” Students are asked to use Google Slides to collaborate create a Slide presentation on voting.
2. Insert and delete slides.
 - Lesson 5.1, Lesson 5.1, pg. 259-270, “Formatting Text and Images.” Students build on existing hardware and software knowledge to create a new Google Presentation by choosing a theme, formatting text, adding a new slide, inserting an image,

resizing an image, cropping an image, changing slide layout, creating a bulleted list, changing line spacing, viewing a presentation, publishing to the Web, and sharing a presentation.

3. Insert text, images, drawings, links, videos, GIF files, tables, and shapes.
 - Lesson 5.2, pg. 271-282, “Using Shapes.” Student will insert shapes, align shapes, change fill color, change border color, change border weight, duplicate a slide, use undo/redo, duplicate a shape, insert word art, reorder slides, group objects, and use Zoom.
 - Lesson 5.3, pg. 283-292, “Working with Images.” The student will create a Google Slide presentation about popular vacation spots using an image as a background, vertically aligning text, creating a numbered list, using image options, masking an image, resetting an image, inserting a link, inserting a video, applying transitions, and ordering objects.
 - Lesson 5.6, pg. 311-319, “Linking Slides.” Student is asked to create Google Slide presentation and then paste and match styles, link slides, link cells from Google Sheets, and review and update linked objects.
 - Lesson 5.7, pg. Lesson 320-326, “Using Charts and Diagrams.” Students are asked to create a presentation using Google Slides. The student will insert charts, format charts, and insert and format diagrams.
4. Add animations to objects and transitions to slides.
 - Lesson 5.3, pg. 283-292, “Working with Images.” The student will create a Google Slide presentation about popular vacation spots using an image as a background, vertically aligning text, creating a numbered list, using image options, masking an image, resetting an image, inserting a link, inserting a video, applying transitions, and ordering objects.
 - Lesson 5.5, pg. 304-310, “Applying Animation.” Student is asked to use Google Slide tools to create a presentation about oral communication tips. They will use tables, merge cells, apply animation, view motion, and insert slide numbers.
5. Format presentation settings.
 - Lesson 5.4, pg. 294-303 “Preparing to Present.” Student will add speaker notes, use presenter view, use Audience Q&A Feature use print settings, and use the Explore Feature.
6. Download a presentation
 - Not addressed
7. Orally present a slide show demonstrating effective presentation skills.
 - Lesson 5.4, pg. 294-303 “Preparing to Present.” Student will add speaker notes, use presenter view, use Audience Q&A Feature use print settings, and use the Explore Feature. Additionally, throughout Unit 5, students may be given the opportunity to present each of the eight slideshow presentations completed in this unit.

Q. GOOGLE SITES

Effective Business professionals demonstrate basic skills using Google Sites, as needed in their role. The following accountability criteria are considered essential for students in any Business program of study.

1. Create a content page within a Web site.

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- Lesson 7.1, pg. 378-388, “Creating a Site.” Students build on existing hardware and software knowledge to create a website about exploring careers using Google Sites by changing theme, adding pages, adding textboxes, aligning text, inserting and replacing an image, resizing an image, using a bulleted list, formatting text, adding an image carousel, adding image alt text, changing a section background, and inserting files from Google Drive.
 - Lesson 10.5, pg. 487-490, “Collaborating with Sites.” Students are asked to work with a partner to collaborate on a website using Google Sites
2. Insert images, links, and Google Drive files.
 - Lesson 7.2, pg. 389-395, “Formatting a Site.” Student will change header image, change theme colors, change header type, change text styles, use content blocks, reorder sections, insert collapsible text, and insert a link.
 3. Embed items on the Google site (e.g., maps, forms, calendars).
 - Lesson 7.3, pg. 396-404, “Integrating External Files.” Students will embed a Google Map, reposition a Google Map, insert a video, resize a video, add an Editor, collaborate, and preview a site.

R. GOOGLE EARTH

Effective Business professionals demonstrate basic skills using Google Earth, as needed in their role. The following accountability criteria are considered essential for students in any Business program of study.

1. Experience a virtual field trip and/or sightseeing tour.
 - Not addressed
2. Locate landmarks using Street View.
 - Not addressed
3. Access and navigate Google Sky, Google Moon, and Google Mars.
 - Not addressed

S. GOOGLE MAPS

Effective Business professionals demonstrate basic skills using Google Maps, as needed in their role. The following accountability criteria are considered essential for students in any Business program of study.

1. Map a location using multiple views.
 - Not addressed
2. Use a map to create directions for various modes of travel.
 - Lesson 7.3, pg. 396-404, “Integrating External Files.” Students will embed a Google Map, reposition a Google Map, insert a video, resize a video, add an Editor, collaborate, and preview a site.
3. Calculate mileage.
 - Not addressed

4. Create a custom map.
 - Not addressed
5. Search for a local business or landmark.
 - Not addressed

T. FORMS (OPTIONAL)

Effective Business professionals demonstrate basic skills using Google Forms, as needed in their role. The following accountability criteria are considered essential for students in any Business program of study.

1. Create and customize a form.
 - Lesson 6.1, pg. 336-343, “Creating and Sending a Form.” Student will create a new Google Form, use Form settings, add Form description, create a question, select a question type, edit a question, add a question, preview a form, accept responses, and send a form.
 - Lesson 6.3, pg. 352-358, “Customizing a Form.” Student will create a form, require a response to form, duplicate a question, add and remove a description, delete a question, change a form theme, and change a confirmation message.
2. Distribute a Google form to collect responses.
 - Lesson 6.1, pg. 336-343, “Creating and Sending a Form.” Student will create a new Google Form, use Form settings, add Form description, create a question, select a question type, edit a question, add a question, preview a form, accept responses, and send a form.
 - Lesson 6.4, pg. 359-370, “Creating a Quiz.” Student will create and format a Google Form set up as a quiz, assign points to questions, and include feedback messages. Students will add a section, reorder sections, view after sections, use suggested answers, create answer key, shuffle responses, and view scores and quiz responses.
3. Manage response data.
 - Lesson 6.2, pg. 347-351, “Viewing Responses and Data.” Student will complete a survey, view a summary of responses, create a response spreadsheet, and delete all responses.
 - Lesson 6.4, pg. 359-370, “Creating a Quiz.” Student will create and format a Google Form set up as a quiz, assign points to questions, and include feedback messages. Students will add a section, reorder sections, view after sections, use suggested answers, create answer key, shuffle responses, and view scores and quiz responses.

U. YOUTUBE (OPTIONAL)

Effective Business professionals demonstrate basic skills using YouTube, as needed in their role. The following accountability criteria are considered essential for students in any Business program of study.

1. Subscribe to a teacher-approved YouTube channel.

- Not addressed
- 2. Create a how-to video and upload to YouTube.
 - Not addressed

V. SKETCHUP (FORMERLY GOOGLE SKETCHUP) (OPTIONAL)

Effective Business professionals demonstrate basic skills using Sketchup, as needed in their role. The following accountability criteria are considered essential for students in any Business program of study.

1. Visualize geometry/mathematical concepts.
 - Not addressed
2. Demonstrate architectural concepts.
 - Not addressed
3. Design full scale 3D buildings and environments.
 - Not addressed
4. Collaborate on building designs.
 - Not addressed

[Course Materials and Resources](#)

[Course Academic Standards and Indicators](#)