

## Wilson Area School District Planned Course Guide

**Title of Planned Course:** Google Apps

**Subject Area:** Business

**Grade Level:** 9-12

**Course Description:** This course is designed as an overview for the numerous applications that have been made available to the public by Google. The course will explore various apps found in the Google Apps Marketplace and provides an understanding of each app as well as detailed activities to allow for full use of the app.

**Time/Credit for this Course:** Half Year / 0.5 Credit

**Curriculum Writing Committee:** Kari Maskalis

## Wilson Area School District Planned Course Materials

**Course Title:** Google Apps

**Teacher Resources:** The Google Apps Guidebook  
Kern Kelley with Austin Taylor  
(EdTechTeam Press)  
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## Curriculum Map

<b><u>August / January:</u></b>	Google Mail
<b><u>September / February:</u></b>	Google Calendar and Groups Google Chrome and Google Search
<b><u>October / March:</u></b>	Google Docs Google Sheets
<b><u>November / April:</u></b>	Google Slides Google Forms
<b><u>December / May:</u></b>	Google Sites Google Maps
<b><u>January / June:</u></b>	Google Drawings

## Curriculum Scope & Sequence

**Planned Course:** Google Apps

**Unit:** Google Mail

**Time Frame:** 1 Week

**State Standards:** 3.7.10C; 3.7.12C; 15.4.12A; 15.3.8S,U,W

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Understand all aspects of Google mail
- Identify proper electronic communication techniques and proper netiquette

**Core Activities:** Students will complete/participate in the following:

- Send and receive Google mail messages
- Set up Google mail signature
- Share files from Google drive
- Attach files to Google mail

**Extensions:**

- Google mail netiquette guidelines presentation

**Remediation:**

- Tutoring
- Resubmission of past projects and activities

**Instructional Methods**

- Higher order questioning
- Small and large group instruction
- Direct instruction through PowerPoint presentation of notes
- Teacher modeling and visual aids
- Referencing through current events and news
- Project related to content
- Redirection of focus/task completion

**Materials & Resources:**

- Library
- Online sources
- Text

**Assessments:**

- App specific projects and activities and accompanying rubric(s)

## Curriculum Scope & Sequence

**Planned Course:** Google Apps

**Unit:** Google Calendar and Groups

**Time Frame:** 1 Week

**State Standards:** 3.7.10C; 3.7.12C; 15.4.12A; 15.3.12W

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Understand the benefits to utilizing Google Calendar and Google Groups
- Effectively navigate through both applications
- Understand how to use the applications effectively and how they are most efficient for their own personal use

**Core Activities:** Students will complete/participate in the following:

- Creating a new Calendar
- Adding events to a calendar
- Sharing a Google Calendar
- Creating a Google Group
- Posting to a Google Group
- Sharing a Google Group

**Extensions:**

- Plan an Event Google Calendar Project

**Remediation:**

- Tutoring
- Resubmission of past projects and activities

**Instructional Methods**

- Higher order questioning
- Small and large group instruction
- Direct instruction through PowerPoint presentation of notes
- Teacher modeling and visual aids
- Referencing through current events and news
- Project related to content
- Redirection of focus/task completion

**Materials & Resources:**

- Library
- Online sources
- Text

**Assessments:**

- App specific projects and activities and accompanying rubric(s)

## Curriculum Scope & Sequence

**Planned Course:** Google Apps

**Unit:** Google Chrome and Google Search

**Time Frame:** 2 Weeks

**State Standards:** 3.7.10C; 3.7.12C; 15.4.12A; 3.7.12E; 15.3.12D,E

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Understand the workflow of completing tasks
- Describe the useful features of Google Chrome and Google Search

**Core Activities:** Students will complete/participate in the following:

- Search utilizing Google Chrome
- Use Google Chrome to search for flights
- Utilize Google Chrome's "Maps" section to identify travel time
- Search Google Chrome for images to use in their Travel Project
- Tech Sherpa Travel Agency Project

**Remediation:**

- Tutoring
- Resubmission of past projects and activities

**Instructional Methods**

- Higher order questioning
- Small and large group instruction
- Direct instruction through PowerPoint presentation of notes
- Teacher modeling and visual aids
- Referencing through current events and news
- Project related to content
- Redirection of focus/task completion

**Materials & Resources:**

- Library
- Online sources
- Text

**Assessments:**

- App specific projects and activities and accompanying rubric(s)

## Curriculum Scope & Sequence

**Planned Course:** Google Apps

**Unit:** Google Docs

**Time Frame:** 2 Weeks

**State Standards:** 3.7.10C; 3.7.12C; 15.4.12A; 3.7.10D,E; 3.7.12D; 15.4.8D,K; 15.3.12D,E; 15.3.12W

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Understand the features of Google Docs
- Effectively and efficiently utilize the features of Google Docs

**Core Activities:** Students will complete/participate in the following:

- Insert text as well as format text (ie: bold, italicize, underline, font color, font size)
- Learn keyboard shortcuts for text formatting
- Insert bulleted and numbered lists
- Insert drawings
- Insert and edit pictures within Google Docs
- Create Your Own Avatar Project

**Remediation:**

- Tutoring
- Resubmission of past projects and activities

**Instructional Methods**

- Higher order questioning
- Small and large group instruction
- Direct instruction through PowerPoint presentation of notes
- Teacher modeling and visual aids
- Referencing through current events and news
- Project related to content
- Redirection of focus/task completion

**Materials & Resources:**

- Library
- Online sources
- Text

**Assessments:**

- App specific projects and activities and accompanying rubric(s)

## Curriculum Scope & Sequence

**Planned Course:** Google Apps

**Unit:** Google Sheets

**Time Frame:** 2 Weeks

**State Standards:** 3.7.10C; 3.7.12C; 15.4.12A; 3.7.10D,E; 3.7.12D; 15.4.8D,K; 15.3.12W

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Proficiently navigate Google sheets
- Describe the benefits of Google sheets, both within the classroom and the students personal lives

**Core Activities:** Students will complete/participate in the following:

- Understand the basic functions of Google Sheets
- Insert formulas
- Understand and utilize conditional formatting
- Separate information onto different “sheets”
- Create charts based upon Spreadsheets information
- Connect Google Sheets to Google Forms to store responses
- All About You! Spreadsheet activity

**Remediation:**

- Tutoring
- Resubmission of past projects and activities

**Instructional Methods**

- Higher order questioning
- Small and large group instruction
- Direct instruction through PowerPoint presentation of notes
- Teacher modeling and visual aids
- Referencing through current events and news
- Project related to content
- Redirection of focus/task completion

**Materials & Resources:**

- Library
- Online sources
- Text

**Assessments:**

- App specific projects and activities and accompanying rubric(s)



## Curriculum Scope & Sequence

**Planned Course:** Google Apps

**Unit:** Google Slides

**Time Frame:** 2 Weeks

**State Standards:** 3.7.10C; 3.7.12C; 15.4.12A; 3.7.10D,E; 3.7.12D; 15.4.8D,K; 15.3.12W; 15.3.8H

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Understand and utilize the key components of Google Slides
- Produce an animated project utilizing the animation aspects of Google Slides

**Core Activities:** Students will complete/participate in the following:

- Insert and manipulate shapes
- Utilize the Google Chrome search within Google Slides
- Insert pictures and images
- Change the background
- Add and manipulate text and objects
- Publish Google Slides
- Animation with Google Slides Project

**Remediation:**

- Tutoring
- Resubmission of past projects and activities

**Instructional Methods**

- Higher order questioning
- Small and large group instruction
- Direct instruction through PowerPoint presentation of notes
- Teacher modeling and visual aids
- Referencing through current events and news
- Project related to content
- Redirection of focus/task completion

**Materials & Resources:**

- Library
- Online sources
- Text

**Assessments:**

- App specific projects and activities and accompanying rubric(s)

## Curriculum Scope & Sequence

**Planned Course:** Google Apps

**Unit:** Google Forms

**Time Frame:** 2 Weeks

**State Standards:** 3.7.10C; 3.7.12C; 15.4.12A; 15.3.12W

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Create, manipulate, and manage Google Forms
- Describe the connection that exists between Google Forms and Google Sheets as a response tracker

**Core Activities:** Students will complete/participate in the following:

- Use the connection between Google Forms and Google Sheets
- Utilize the Forms' toolbar to manipulate settings
- Set and change the theme of the Google Form
- Create a Google Form from Google Sheets
- Identify and use the various types of questions that can be added to a Google Form
- Insert image either by upload, Google Drive, Google Search, or by URL
- About Me Questionnaire Project

**Remediation:**

- Tutoring
- Resubmission of past projects and activities

**Instructional Methods**

- Higher order questioning
- Small and large group instruction
- Direct instruction through PowerPoint presentation of notes
- Teacher modeling and visual aids
- Referencing through current events and news
- Project related to content
- Redirection of focus/task completion

**Materials & Resources:**

- Library
- Online sources
- Text

**Assessments:**

- App specific projects and activities and accompanying rubric(s)

## Curriculum Scope & Sequence

**Planned Course:** Google Apps

**Unit:** Google Sites

**Time Frame:** 2 Weeks

**State Standards:** 3.7.10C; 3.7.12C; 15.4.12A; 3.7.10D,E; 3.7.12D; 15.4.8D,K; 15.3.12W

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Use Google Sites to create a digital portfolio

**Core Activities:** Students will complete/participate in the following:

- Create a new Google site
- Customize a Google Site
- Customize the URL address associated with their Google Site
- Embed forms, docs, slides, sheets, etc onto their Google Site
- Add a contact me section to their Google Site
- Add/embed YouTube videos on their Google Site
- Student Portfolio project

**Remediation:**

- Tutoring
- Resubmission of past projects and activities

**Instructional Methods**

- Higher order questioning
- Small and large group instruction
- Direct instruction through PowerPoint presentation of notes
- Teacher modeling and visual aids
- Referencing through current events and news
- Project related to content
- Redirection of focus/task completion

**Materials & Resources:**

- Library
- Online sources
- Text

**Assessments:**

- App specific projects and activities and accompanying rubric(s)

## Curriculum Scope & Sequence

**Planned Course:** Google Apps

**Unit:** Google Maps

**Time Frame:** 2 Weeks

**State Standards:** 3.7.10C; 3.7.12C; 15.4.12A; 3.7.10D,E; 3.7.12D; 15.4.8D,K

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Describe the resources provided by Google Maps
- Explore, create, and collaborate with the mapping tools

**Core Activities:** Students will complete/participate in the following:

- Explore the Earth using Google Maps
- Understand and use Google Maps' Street View
- Address Hunt Activity

**Remediation:**

- Tutoring
- Resubmission of past projects and activities

**Instructional Methods**

- Higher order questioning
- Small and large group instruction
- Direct instruction through PowerPoint presentation of notes
- Teacher modeling and visual aids
- Referencing through current events and news
- Project related to content
- Redirection of focus/task completion

**Materials & Resources:**

- Library
- Online sources
- Text

**Assessments:**

- App specific projects and activities and accompanying rubric(s)

## Curriculum Scope & Sequence

**Planned Course:** Google Apps

**Unit:** Google Drawings

**Time Frame:** 2 Weeks

**State Standards:** 3.7.10C; 3.7.12C; 15.4.12A; 3.7.10D,E; 3.7.12D; 15.4.8D,K

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Implement the functions of Google Drawings into the students academic and personal lives

**Core Activities:** Students will complete/participate in the following:

- Insert images
- Add/insert shapes onto an already inserted image
- Modify and manage shapes
- Understand and utilize item grouping and ordering
- Apply hyperlinks to inserted shapes
- Image map activity

**Remediation:**

- Tutoring
- Resubmission of past projects and activities

**Instructional Methods**

- Higher order questioning
- Small and large group instruction
- Direct instruction through PowerPoint presentation of notes
- Teacher modeling and visual aids
- Referencing through current events and news
- Project related to content
- Redirection of focus/task completion

**Materials & Resources:**

- Library
- Online sources
- Text

**Assessments:**

- App specific projects and activities and accompanying rubric(s)