

Robotics

DIGITAL WORLD

Teacher guide
Book 4



DIGITAL WORLD

Book 4

Windows 10

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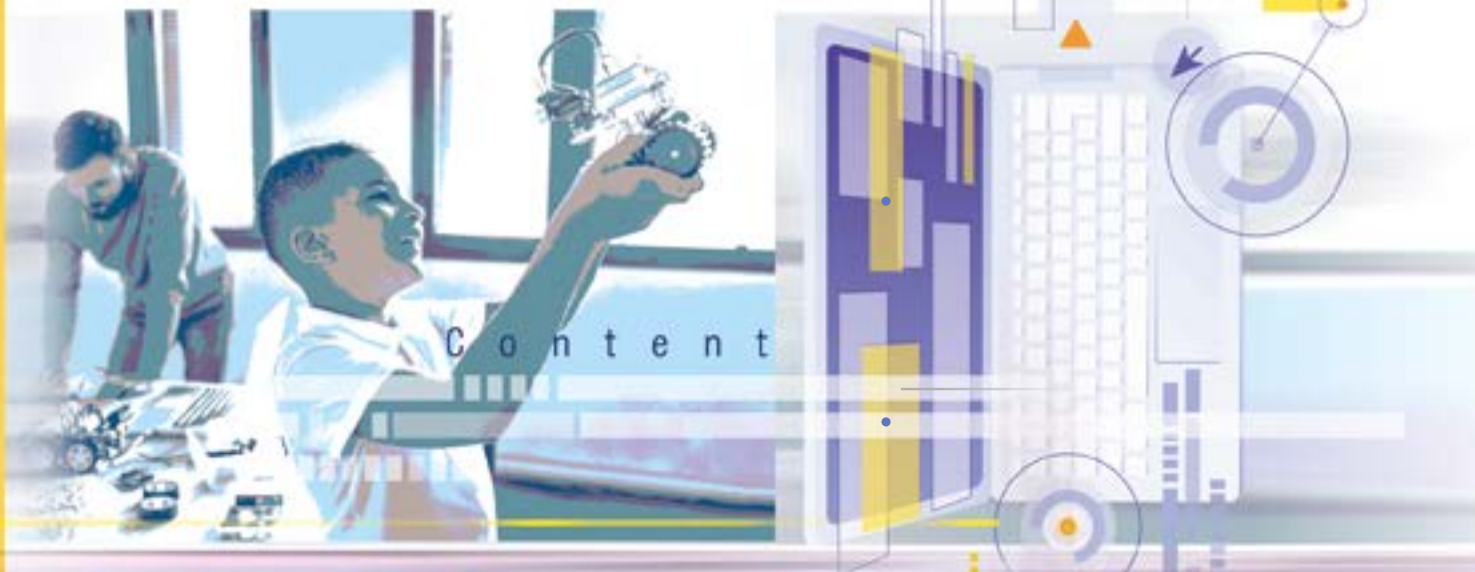
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يتحمل المؤلف كامل المسؤولية القانونية عن محتوى مصنفه ولا يعبر هذا المصنف عن رأي دائرة المكتبة الوطنية أو أي جهة حكومية أخرى.



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Unit One

Computer and Life

Unit Learning Outcomes

Upon completion of this unit students will be able to:

- Define the concept of privacy.
- Create a new account and assign a password to it.
- Reset the privacy settings of the Internet browser.
- Define the concept of intellectual property.
- Identify the motives for the protection of intellectual property rights.
- Classify intellectual property to its sections.

Lesson 1: Privacy

Learning Outcomes

Students will be able to:

- Explain the concepts of privacy, password.
- Create a new user account.
- Set a password for the account.
- Reset privacy and security options.

Time needed

One class lesson

Teaching strategies and classroom management

1. Discussion.
2. Cooperative learning.
3. Active learning.
4. Direct Teaching - Lecture
5. Demo.

Warm Up

- Read the following text in your own way as if the problem was yours: *"I use the main device in the computer lab to save my exams, students' marks, activities and everything related to my students, the director called me for an important matter, so I left the device open and went to the administration, when I came back, I noticed that the data on the device changed! But I didn't know who did it" what do you advise me to do to avoid this problem next time.*

Instructions

- Discuss the problem with students, listen to their ideas, and write the main ideas on the board, until you reach the meaning of privacy.
- Explain the concept of privacy and explain the steps of creating a private account and how to assign a password to it.
- Use ClassDojo to distribute students into groups, follow them while practicing creating an account and assigning password.
- Use data show (projector) to explain how to change the privacy settings of the Internet browser.
- Direct the students to practice the steps and follow up their work.
- Direct the students to do activity page 11.
- Distributes **worksheets (1)** to the students and follow up on their work.

Resources

- Worksheets (1).

Evaluation Strategies

- Performance based evaluation.

Evaluation Tools

- Verbal Appreciation Scale.

Lesson 2: Intellectual Property

Learning Outcomes

- Students will be able to:
- Define intellectual property.
- Enumerate the motives for protecting intellectual property.
- Mentions intellectual property sections.
- Classify creations into intellectual property sections.
- Gives examples for each section of intellectual property.

Time needed

Two class lesson

Teaching strategies and classroom management

1. Direct Teaching.
2. Cooperative learning.
3. Active learning - exhibition tour.
4. conceptual map.

Warm Up

- Pre-preparation: bring Flipchart or A3 papers, markers and crayons.
- Install the E- assessment (Intellectual Property) on the students' devices.

Instructions

- Discuss with students about the refusal of anyone to be exploited and attributing his work to one else.
- Distribute the students into groups as follows: one group responsible for the concept of intellectual property and the motives for protecting property rights, a group for each section (industrial innovations, geographical Indicators, copyright and related rights).
- Determine the time for groups to express their topics through Flipchart or A3 papers, and the groups will choose the appropriate method, whether by drawing or writing.
- The groups will stick their papers on the walls then start (exhibition tour).
- Distribute **worksheet (2)** to the students and follow up their work.

- One of the students from each group explains his group's work.
- The teacher assigns the groups to draw the conceptual map of the lesson.

Resources

- Worksheets (2).

Evaluation Strategies

- Performance based evaluation.

Evaluation Tools

- Verbal Appreciation Scale
- E- assessment



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Unit Two

Microsoft PowerPoint 2019

Unit Learning Outcomes

Upon completion of this unit students will be able to:

- Run Microsoft Office PowerPoint 2019.
- Edit text and change text box position.
- Save the presentation file.
- Insert a new slide and distinguishes between different slide types.
- Explain the meaning of multimedia.
- Insert audio, video, and image into the presentation file.
- Preview and display slides.
- Duplicate slides.
- Add a background to the slide and apply a ready-made theme to the slides.

Lesson 1: Get Started with PowerPoint

Learning Outcomes

Students will be able to:

- Run power point 2019 program.
- Recognize the parts of the main screen.
- Describe the use of each part of the home screen.
- Select the parts of the main screen on the shape.

Time needed

One class lesson

Teaching strategies and classroom management

1. Discussion.
2. Demo.
3. Collaborative Teamwork.
4. Brainstorming.

Warm Up

- Print the **worksheets (1+2)** with the number of the students.
- Install E- Assessment (**Get started with PowerPoint**) on the devices.
- Prepare mini boards or white cartons.

Instructions

- Show the students **worksheet 1**, ask them to specify the name of the part indicated on the mini board and raise it upwards.
- Give feedback and reinforce students who answer correctly.
- Ask the students about the difference between PowerPoint program and word program.
- Distribute **Worksheet 2** to the students and follow up their work.
- Ask colleagues to exchange worksheets.
- Present the correct answer and asks them to correct the papers of their colleagues.
- Direct students to apply individually (**Do & Observe**) on page 21, then discuss their notes.

Evaluation Strategies

- Performance based evaluation.
- Self-assessment.

Evaluation Tools

- Checklist.
- E-assessment.

Lesson 2: Slides types

Learning Outcomes

Students will be able to:

- Type and edit text within slides.
- Resize and change the text box position.
- Save the presentation file.
- Define the type of service provided by the website from its address.

Time needed

Two class lesson

Teaching strategies and classroom management

1. Direct teaching.
2. Collaborative Teamwork.
3. Traffic lights.

Warm Up

- Print the worksheets with the number of students.
- Explain how to use the traffic lights for help.
- The teacher installs the E-assessment (slides types) on the devices.

Instructions

- Pre-evaluates students with **Worksheet 3**.
- Direct the students to answer the worksheet.
- Use the data show (projector) to explain how to insert new slide, and how to change its layout.
- Ask the groups to do the activity on page 27, follow up their work and tell them how to use traffic lights
- Use the data show (projector) to explain how to add a table and a SmartArt.
- Ask the groups to do the activities on pages 28,29,31,32.
- Follow up their work and tell them how to use traffic lights.
- Distribute **worksheet 4**, follow up their work.
- Evaluate students by E-assessment.

Resources

- **Worksheet 3**.
- **Worksheet 4**.

Evaluation Strategies

- Performance based evaluation.
- Self-assessment.

Evaluation Tools

- Checklist
- E-assessment.

Lesson 3: Multimedia

Learning Outcomes

Students will be able to:

- Recognize the concept of multimedia.
- Insert an image to the slide.
- Add shapes to the slide.
- Insert video and audio to the slide.

Time needed

Two class lesson

Teaching strategies and classroom management

1. Direct teaching.
2. Collaborative Teamwork.
3. Brainstorming.

Warm Up

- Download a video, pictures and an audio that suits the lesson.
- Store worksheet5 on the student devices.
- Use brainstorming to make the students explore the meaning of multimedia.

Instructions

- Discuss the concept of multimedia.
- Use data show to explain how to insert a picture or a shape to the slides.
- Direct students to apply activity on page 34, follow up their work.
- Explain the steps to insert video, or audio to the slides.
- Direct students to apply activity on page 35, follow up their work.
- Ask the students in groups to solve e-worksheet 5 on their devices and follow students while working.

Resources

- Video, audio and pictures (downloaded from Internet).
- **Worksheet 5**

Evaluation Strategies

- Performance based evaluation
- Communication.

Evaluation Tools

- Checklist

Lesson 4: Dealing with slides

Learning Outcomes

Students will be able to:

- Recognize the ways to preview and view slides.
- Duplicate the slides.

Time needed

Two class lesson

Teaching strategies and classroom management

1. Direct Teaching.
2. Collaborative Teamwork.
3. Brainstorming.

Warm Up

- Pre-preparation of the class: install the electronic assessment (**Dealing with slides**) on the devices.
- Run PowerPoint program and press the **slide sorter** button.
- Ask Students the following question: “What is the function of this tool? through your observations of its impact.

Instructions

- Listen to students' answers and discuss them.
- Press the other options of slide show buttons and ask students to observe their impact on the presentation.
- Ask students to do the activity of page 37, follow up their work.
- Explain the steps of duplicate the slides.
- Direct the groups to do the activities on page 37, 38.
- Evaluate students by e-assessment (**Dealing with slides**).

Evaluation Strategies

- Performance based evaluation
- Communication.

Evaluation Tools

- Checklist.
- E-assessment

Lesson 5: Slides Format

Learning Outcomes

Students will be able to:

- Add a background to the slide.
- Apply ready-made theme to slides

Time needed

Two class lesson

Teaching strategies and classroom management

1. ClassDojo.
2. Self-learning.
3. Direct teaching.
4. Collaborative Learning.

Warm Up

- Preface the lesson by assigning the groups to read the lesson and apply the steps contained therein.

Instructions

- Follow up the work of the groups and support if needed.
- Use classdojo to choose one of the students to apply the steps of adding a background to the slide, in front of class.
- Choose Another student to show how to apply the ready-made themes.
- Ask the groups to do activity on page 40.

Evaluation Strategies

- Performance based evaluation
- Communication.

Evaluation Tools

- Checklist

Lesson 6: I'm A Skillful Designer

Learning Outcomes

Students will be able to:

- Use all the skills he learned in this unit to produce a meaningful presentation.
- Develop communication and collaboration skills with colleagues.
- Increase self-confidence as a result of doing useful work.

Teaching strategies and classroom management

1. Group Collaborative Learning.
2. Project based Learning.

Warm Up

- Students gather in groups and determine the topics they will work on. They can choose one of the topics in the book page 41, or can choose other purposeful topics.

Instructions

- Ask the groups about the topics they will work on, and the reason of choosing them.
- Write on the board criteria of evaluation, such as:
 - The topic should be purposeful.
 - The Title is suitable for the topic.
 - Color consistency.
 - Clarity of font.
 - The sequence and logic of ideas.
 - Simplicity in expressing ideas.
 - creativity.
 - Distribution of tasks and collaboration among group members.
- Follow up students work, evaluate the projects.

Evaluation Strategies

- Performance based evaluation.

Evaluation Tools

- Checklist



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Unit Three

Video Editor



Unit Learning Outcomes

Upon completion of this unit students will be able to:

- Open Vedio Editor program.
- Recognize the parts of the main screen.
- Create a new project.
- Save the project.
- Open a project.
- Add pictures to the video project and format them.
- Change the picture duration.
- Add text to the picture.
- Add motion to the video project.
- Add a title card.
- Add 3D effects.
- Add filters.
- Add final beautiful touch to the project before saving it as a video.

Lesson 1: Let's Start

Learning Outcomes

Students will be able to:

- Open video editor program.
- Explore the welcome window components.
- Close the program correctly.

Time needed

One class lesson

Teaching strategies and classroom management

1. Direct method.
2. Collaborative Learning.
3. Exploration.

Warm Up

- Display the video (**sports**), and ask students to watch carefully.

Instructions

- Ask the students some questions about the video, and how can we make a video.
- Tell the student about video editor program, and direct them to use their previous skills to open the program, then ask: Is there differences between opening this program and the programs they learnt before?
- Ask the students to explore the welcome window and apply the activity on page 44.
- Choose a student to do the activity using the projector.
- Direct the students to do the search activity on page 44, and tell them to choose the pictures carefully because they will use them in the upcoming lessons to make their video.

Evaluation Strategies

- Performance based evaluation

Evaluation Tools

- Checklist

Lesson 2: video project

Learning Outcomes

Students will be able to:

- create a new project.
- Open Video Project.
- Save The Video Project.

Time needed

One class lesson

Teaching strategies and classroom management

1. Cooperative Learning.
2. Direct teaching.

Warm Up

- prepare the video project (Healthy food) using pictures from attachments, on the student's devices.

Instructions

- Use the projector to show the students how to create new project.
- Ask students to apply the steps and name the project (My First Project).
- Distribute **worksheet1**, specify the time for students to explore the main window components.
- Ask the students to close the program as they learnt before, then open it again, ask them: what do you notice? Can you see your new project? Ask them to click on it.
- Discuss the difference between project and video, and use datashow to apply the steps of saving the video.
- Direct the students to do activity on page 48, follow up and discuss their comments.

Resources

- **Worksheet (1).**

Evaluation Strategies

- Performance based evaluation
- Self-Evaluation

Evaluation Tools

- Numerical estimation scale.
- Learning description record.

Lesson 3: My Video

Learning Outcomes

Students will be able to:

- Add pictures to the project.
- change the duration of the pictures.
- Add a text to the picture.
- Add motion to the picture.
- add a title card.

Time needed

One class lesson

Teaching strategies and classroom management

- Direct Teaching
- Student-led teaching.
- Collaborative Learning.

Warm Up

- Choose one student to review what they learnt in the previous lessons using the projector.
- Tell the groups to specify the leader of the group.

Instructions

- Ask the group's leaders to come to your device.
- Train the students how to add pictures to the new project, how to drag them to the story board, and how to rearrange them.
- Ask the leaders to teach their classmates the steps they learnt.
- Follow up the students work, give support if needed.
- Direct the students to apply activity on page 51.
- Use data show to explain how to change the duration of pictures, and how to add text.
- Direct the students to apply activity on page 54.
- Direct the students to explore how to add motion to the pictures, then explain using the data show.
- Explain how to add a title card.
- Direct the students to do activities on pages 55 and 57, follow up their work and support .
- Distribute worksheet (2), and follow up the work.

Resources

- **Worksheet (2).**

Evaluation Strategies

- Performance based evaluation
- Self-Evaluation

Evaluation Tools

- Numerical estimation scale.
- Learning description record.

Lesson 4: Effects & Filters

Learning Outcomes

Students will be able to:

- Add 3D effects to pictures.
- Add Filters to the picture.
- Remove the black bars from pictures.
- Rotate a picture.
- Delete a picture.
- Add a background music.

Time needed

Two class lesson

Teaching strategies and classroom management

1. Direct Teaching
2. Collaborative Learning.
3. Exploration.

Warm Up

- Use classdojo to distribute students into groups.
- Write the words (3D effects, Filters, Final touch) on cards and ask each group to choose one.

Instructions

- Direct each group to open their video project and explore how to do the steps of the topic on the card within 20 minutes.
- Follow up the students, and give advices.
- Choose a student from the groups of **(3D effects)** to apply the steps using **(projector)**.
- Choose a student from the groups of **(Filters)** to apply the steps using data show (projector).
- Direct the students to apply activity on page 62.
- Choose students from the groups of **(Final touch)** to apply the steps using (projector).
- Direct the students to apply activity on page 66, follow up their work and evaluate it.
- Ask the students to apply **(Do & Observe)** individually on pages 63, 66 and discuss their notes.
- Distribute **worksheet(3)**, follow up students.

Resources

- **Worksheet (3)**.

Evaluation Strategies

- Performance based evaluation

Evaluation Tools

- Numerical estimation scale.
- Learning description record.

Lesson 5: I'm A skillful Movie Maker

Learning Outcomes

Students will be able to:

- Review the information and skills learned in the unit.
- Use the skills gained, in making and editing videos.
- Show the ability to create and innovate.

Time needed

Two class lesson

Teaching strategies and classroom management

1. Collaborative Learning.

Warm Up

- Explain the aim and the time needed for this lesson.
- Show the students the assessment standards for the final project.

Instructions

- Direct the groups to choose one of the topics in the lesson or any other topic they prefer.
- Specify the time for the project.
- Watch students while working and write notes.
- Support the groups if needed (take that in consideration in assessment).
- Evaluate the final project and give the students feedback about their work.

Evaluation Strategies

- Performance based evaluation

Evaluation Tools

- Numerical estimation scale.



Unit Four

Scratch



Unit Learning Outcomes

- To define the meaning of the algorithm.
- To plan to solve a problem.
- To use the variables blocks.
- To know the difference between sequence blocks and conditional blocks.
- To recognize the conditional blocks.
- To recognize the branch coding.
- To recognize what the Boolean is.
- To use the conditional blocks.
- To create a game.

Lesson 1: Variables Blocks

Learning Outcomes

By the end of this lesson, the students should be able to:

- define the meaning of the algorithm.
- plan to solve a problem.
- use the variables blocks

Time needed

Two class lesson

Teaching strategies and classroom management

- Direct teaching/ work on students' book.
- Collaborative Work.
- Practice

Did the students remember?

- How to write a scenario for a story or a project?

Warm Up

- Ask the students if they want to find the sum of two numbers? How did they plan for that?
- Listen to their answers then teach them the steps of solving a problem (the problem p. 70).
- Tell them that this plan is called an algorithm.

Instructions

- Apply activity p. 70 in front of the students.
- Let the groups apply the previous activity on their devices.
- Follow them up and give support if needed.
- Remind the students that ClassDojo select the students randomly, and there is a block on scratch program makes the same thing; it picks a random number between 1 and 10. And tell them how they can use it.
- Explain how they can assign a value to a variable using random pick.

- Apply activity p.72 in front of the students and let them apply it when you finish.
- Follow them up and give support if needed.
- Apply the activity p.73 in front of the students.
- Let the students apply the activity.
- Follow them up and give support if needed.
- Let the students apply the activity p.74.
- Follow them up and evaluate them.
- Ask the groups to make a program for the multiplication operation.
- Evaluate them and give support if needed.
- Direct the students to apply “Do & Observe” and ask them for their observations.
- Discuss them about that.
- Evaluate the students and record your observations.

Resources

- [Scratch - Imagine, Program, Share \(mit.edu\)](https://scratch.mit.edu)

Evaluation Strategies

- Performance based evaluation
- Observation.
- Questions and answers.

Evaluation Tools

- Chick list.

Enrichment Activity

- Make a program that calculate the values of functions that have many operations.

Remedial Activity

- Make a program that picks two numbers, then find the subtraction.

Computational Thinking

- Why do we need random numbers?

Lesson 2: Conditional Statement

Learning Outcomes

By the end of the lesson, the students should be able to:

- know the difference between sequence blocks and conditional blocks.
- recognize the conditional blocks.
- recognize the branch coding.
- recognize what is the Boolean.
- use the conditional blocks.

Time needed

Two class lesson

Teaching strategies and classroom management

- Direct teaching.
- Collaborative Work.
- Practice.

Did the students remember?

- The name of blocks categories?

Warm Up

- Ask the students how the teachers know who passes the exam and who is not?
- Listen to the answers and discuss them that there is a branch.
- Ask them about other situations that we use branch in it.
- Discuss the students about their answers and correct the wrongs.

Instructions

- Open Scratch program and apply the activity p. 76 in front of the students.
- Let them apply it.
- Follow them up and give support if needed.

- Explain that the code sends a message if the answer is true, and do nothing if the answer is wrong; so they need to use another block which contains if then.... Else.
- Apply the activity p. 77 in front of the students.
- Let them apply the activity on their devices.
- Follow them up and give support if needed.
- Let the groups implement the activity p. 78 in a specific time.
- Follow them up and give support if needed.
- When the time is finished, tell the groups to turn their monitors off and look at the board.
- Explain each block on the code (codes are on p. 79) to the students, and how the program works.
- Let them finish their programs.
- Evaluate them during that.
- Ask the students to apply the “Do & Observe” item p.80.
- Follow the students up, give support if needed and evaluate them.
- Select one student to apply it in front of the students.

Resources

- [Scratch - Imagine, Program, Share \(mit.edu\)](https://scratch.mit.edu)

Evaluation Strategies

- Performance based evaluation

Evaluation Tools

- Check list.

Enrichment Activity

- Ask the students to write a scenario for a mathematical game that allows the user to choose the operator, then apply it.

Remedial Activity

- Let the students make the game p. 80 for 3 numbers.

Lesson 3: Loop Blocks

Learning Outcomes

By the end of this lesson, the students should be able to:

- recognize the type of loop blocks.
- use the loop blocks.

Time needed

Two class lesson

Teaching strategies and classroom management

- Direct teaching/ work on students' book.
- Collaborative Work.
- Practice

Did the students remember?

- How to make a sprite move in a square shape?

Warm Up

- Choose one student and ask him/her to walk in a classroom in a square shape.
- Ask the students to apply scratch cat to move in a square shape.
- Ask them if there is another short way to make the code for a square shape?
- Listen to their answers, discuss them and correct the wrong information.

Instructions

- Open Scratch program and click on the control category, remind the students that there is a conditional block and explain the control block.
- Explain that many times we need to determine a specific number of loops, other situation needs to determine a condition and the last one doesn't need any specified number of conditions (three types of loop blocks).

- Apply the activity p.81 in front of the students and explain the use of each block in the code.
- Let the groups apply the same activity to practice.
- Follow them up and give support if needed.
- Apply the activity p.82 in front of the students.
- Let the groups apply the activity, follow them up and evaluate them.
- Let them think on “Think” item.
- Listen to their answers and correct if there is any mistake.
- Direct the groups to apply “Do & Observe” p.83 then ask them about their observations.

Resources

- [Scratch - Imagine, Program, Share \(mit.edu\)](https://scratch.mit.edu)

Evaluation Strategies

- Performance based evaluation
- Observation.

Evaluation Tools

- Chick list.

Enrichment Activity

- Assign these students to make a program that make the sprite to move in a circle way.

Remedial Activity

- Assign the students to make a sprite walk on a rectangle way.

Lesson 4: My smart Game

Learning Outcomes

- To create a game.

Time needed

Two class lesson

Teaching strategies and classroom management

- Direct teaching
- Collaborative Work.
- Practice

Did the students remember?

- How to use control, sensing and motion blocks?

Warm Up

- Ask them about the use of control, sensing and motion blocks.
- Ask them about the paint editor in Scratch program.

Instructions

- Implement the first activity p. 84 in front of the students.
- Let the groups apply the same activity on their devices.
- Follow them up and give support if needed.
- Assign the students to open the paint editor which is available on Scratch program, and apply the second activity p. 84.
- Follow them up and give support if needed.
- Apply the activity p. 86 in front of the students and explain the use of each block of the code.
- Let the groups apply the activity on their devices, follow them up and evaluate them.
- Explain how to hide the car. The code is on p. 87 and p.88.
- Let the students apply them on their devices.
- Teach them how to add another sprite to the game. The code is on p.89, and explain each block of them.
- Assign the students to apply the codes on their devices.
- Follow them up and give support if needed.
- Explain how to count the number of times that the car reaches the edge.
- Let them apply that on their devices.
- Follow them up, give support if needed and evaluate them.

- Assign the students to apply “Do & Observe” p. 91 and ask them about their observations.
- Correct the wrongs.
- Let them think how to make the game more exciting.
- Evaluate the students.

Resources

- [Scratch - Imagine, Program, Share \(mit.edu\)](https://scratch.mit.edu)

Evaluation Strategies

- Performance based evaluation
- Observation.

Evaluation Tools

- Check list.

Enrichment Activity

- Let them create a game that depends on the sense of the color.

Remedial Activity

- Let the students make a game depends on the motion of the sprites and the accident is not allowed.



Unit One: Computer and Life

Lesson 1: Privacy

Worksheet 1

- Little thinker: Put (√) in front of the correct behavior as follows and (X) in front of the wrong behavior and mention the alternative behavior

Ahmed plays his favorite game on his mother's phone	
Mohammed puts a password on his phone and his computer	
Osama asks his father to use his laptop to search for information	
Salma tries to find out the password for her brother's computer	
Dana changes her phone password every period of time	
Huda always publishes her place on social media	
Sami uses his computer skills to unlock passwords for any device	
Sana likes to see all the files stored on her computer at school	

Lesson 2: Intellectual property

Worksheet (2)

- Little thinker: Classify the following into the types of intellectual property by drawing 😊 next to the correct type of intellectual property:

TV program	Industrial and commercial property The literary and artistic property
Aircraft Model	Distinguishing marks. Industrial Model
Poem	patents Copyright
Children's Stories	Copyright related rights
New computer	Industrial Model related rights
Sport team logo	Copyright Distinguishing marks
Painting	Copyright related rights
Trademark of Company	Distinguishing marks. Industrial Model

Assessment Strategy: Performance-Based

Assessment tool: Rubric: Verbal Appreciation Scale.

Name:

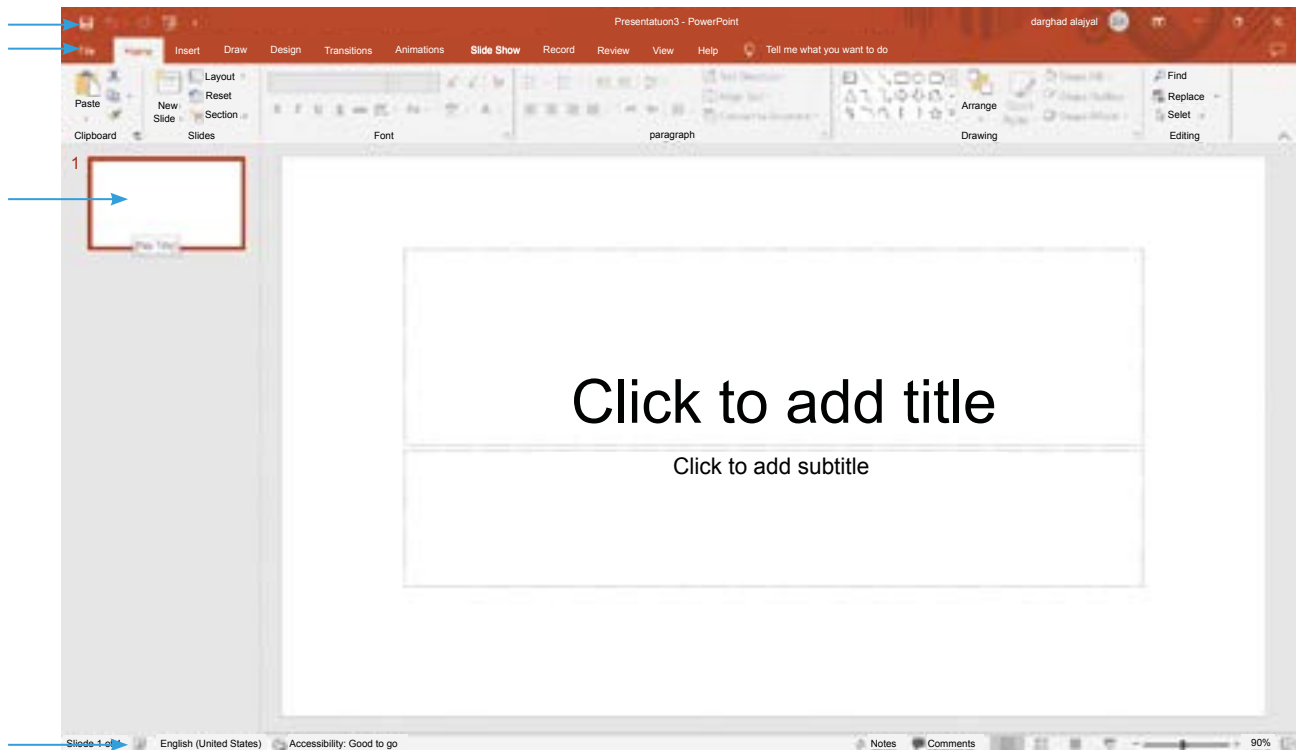
Date:

	First level	Second Level	Third level	Fourth level
Standard	Shows very little knowledge, And the skills required are limited. (The results are a lot lower than the standard)	Shows some knowledge and skills required. (The results are approaching the standard)	Shows most of the knowledge And skills required. (the Results meet the standard)	Shows all knowledge And skills required (Results exceed standard)
Explains what privacy means and sets a password.	Explains what is meant by privacy only.	Explains what privacy means, creates a user account, and assigns a password.	Explains what privacy means, creates a user account, sets a password, and resets settings to maintain privacy.	Explains what privacy means, creates a user account, assigns a password, resets settings to preserve privacy, and explains it to colleagues.
Clarifies and defines the meaning of intellectual property	Lists the motives for the protection of intellectual property rights.	Clarifies the concept of intellectual property and identifies the motives for its protection.	Clarifies the concept of intellectual property and identifies the motives for its protection. And defines its sections.	Clarifies the concept of intellectual property and identifies the motives for its protection. defines its sections. Mention examples of each section.

Lesson 1: Get started with PowerPoint

Worksheet 2

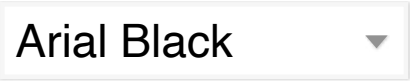

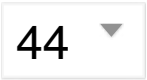


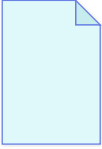




- Specify the names of the parts indicated by the arrows:



Lesson 2: Slides Types

Worksheet 3

- What is the function of the following buttons?

Lesson 2: Slides Types

Worksheet 4

- Specify the names of the parts indicated by the arrows:



Blank

Slide Title




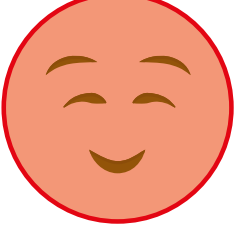
Title and Content

Two Contents

Lesson 4: Multimedia

Worksheet 5

- CTRL+Click the icons in the first column and type the file type that appears in the second column:

Picture



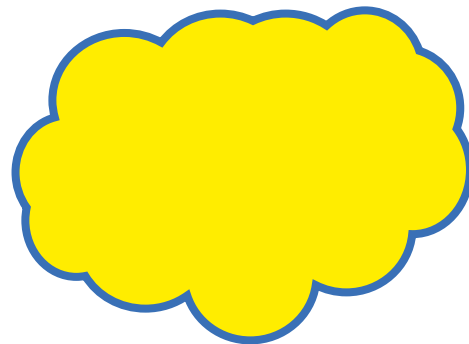
Audio



Video



Shape



Microsoft PowerPoint 2019

Assessment Strategy: Performance-Based

Assessment tool: Check list

Name:

Date:

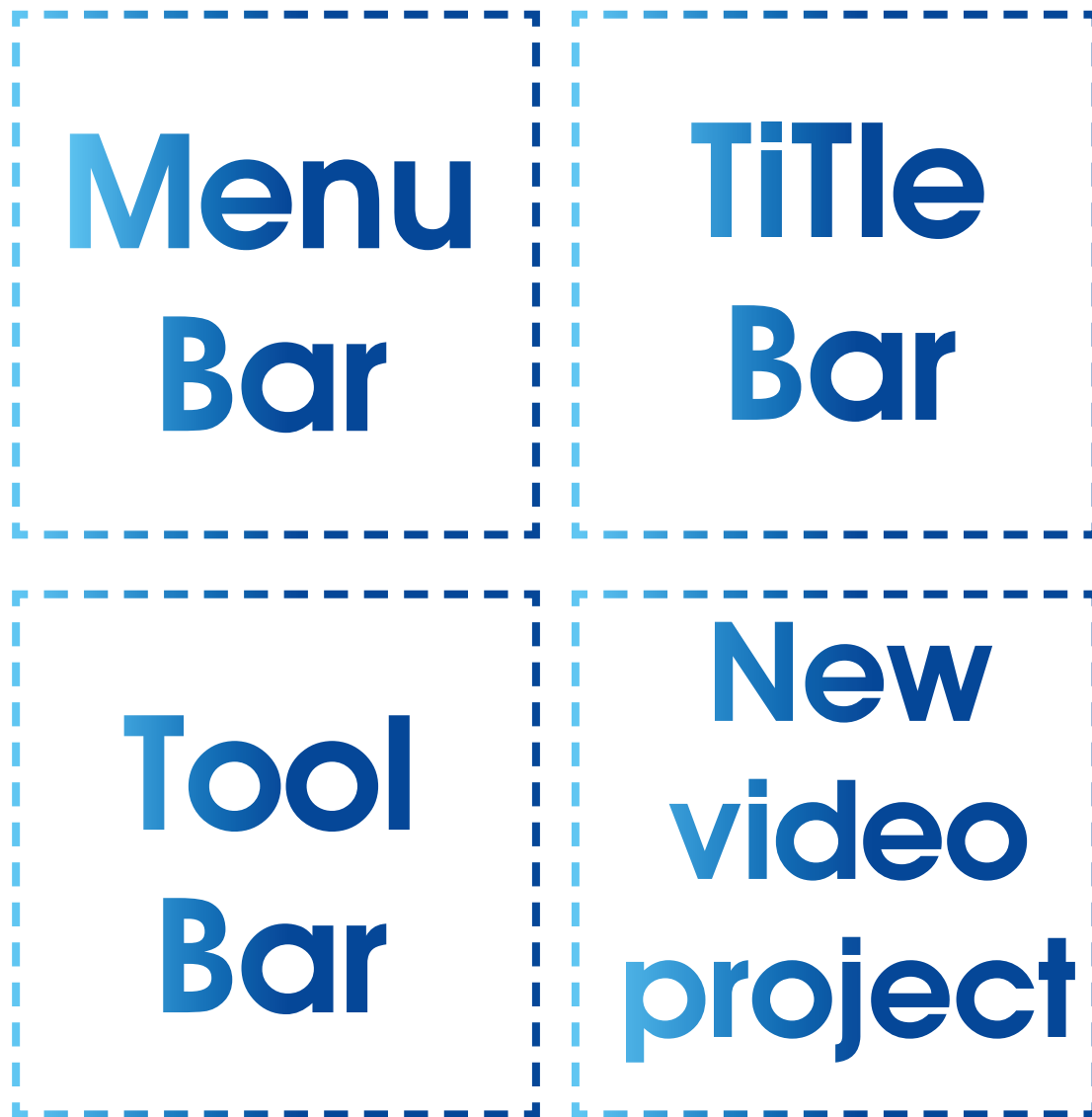
No.	Standard	mastered	not mastered	notes
1.	Open PowerPoint Program			
2.	Recognize parts of the home screen			
3.	Describe the use of each part of the home screen.			
4.	Edit text within slides			
5.	Change the size and location of the text box.			
6.	Save the presentation file.			
7.	Insert a new slide.			
8.	Insert a table into a slide.			
9.	Insert a chart into the slide.			
10.	Recognize the concept of multimedia			
11.	Use the Fill tool to fill a shape with color			
12.	Insert video and audio clips into slides.			
13.	Preview slides.			
14.	Duplicate the slides.			
15.	Add a background to the slide.			

Unit Two: Video Editor

Lesson 1: Let's start

Worksheet 1

- The teacher cuts the following cards with the number of groups, and the phrases remain with him to read in the class:





**Shows the name of the program
and the window control buttons**

**Contains a set of commands that
are used while working**

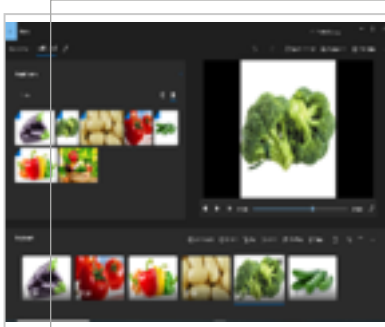
**Contains a set of commands that
are used while working**

Create new video project

Lesson3: My video

Worksheet 2

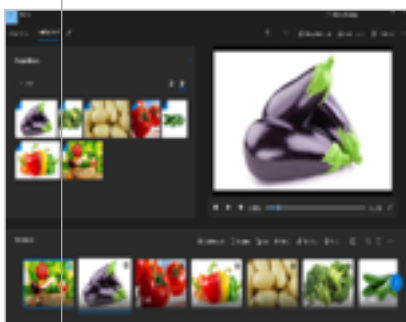
- Consider the following pictures and connect the origin with the command and the result screen:



Rearrange pictures



Change duration







Add a picture



Lesson 4: Effects & Filters

Worksheet 3

- Connect the origin picture with the edit and the result:

	3D effects
	Remove black bars
	Filters Filters
	The origin picture

Assessment tool (1)

Assessment Strategy: Performance-Based

Assessment tool: Check list

Name:.....

Date:.....

No.	Standard The student will be able to:	proficient	Not proficient	notes
1.	Open the Video editor program			
2.	Distinguish the parts of the home screen			
3.	Close The program correctly			
4.	Create a new project			
5.	Open a stored project			
6.	Save the project			
7.	Saved the project as a movie			
8.	Add pictures to the project			
9.	Delete pictures from the project			
10.	Rearrange images in the project			

Assessment tool (2)

Assessment Strategy: Reflection

Assessment tool: Learning log

Name:

Class:

I learned in this lesson:

1.
2.
3.
4.
5.

I did not understand well

1.
2.
3.

Notes:

.....
.....
.....

Assessment tool (3)

Assessment Strategy: Performance-Based

Assessment tool: Rating scale

Name:

Date:

No.	Standard	Degree of mastery		
		Excellent	Very Good	Good
1.	Add effects to the pictures			
2.	Add filters to the pictures			
3.	Delete a picture			
4.	Rotate a picture			
5.	Delete black bars from a picture			
6.	Add a background music			

Assessment tool (4)

Assessment Strategy: Performance-Based

Assessment tool: Anecdotal record

Name:.....

Date:.....

Name:.....

Class:.....

Needs help with:

.....
.....
.....
.....

His skills developed in:

.....
.....
.....

Notes:

.....
.....
.....

General Assessment for Unit Four

Assessment Strategy: Observation Performance based evaluation

Assessment tool: Check list

Date:

No	Name	Define the meaning of the algorithm.	Plan to solve a problem.	Use the variables blocks	Know the difference between sequence blocks and conditional



Recognize the conditional blocks.	Recognize the branch coding.	Recognize what is the Boolean.	Use the conditional blocks.	Create a game