Informatics

Basic Education - Grade Nine

New Curricula

National Textbook

Educational Center for Research and Development

Republic of Lebanon

Ministry of Education and Higher Education

INFORMATICS

Basic Education

Grade Nine

Educational Center for Research and Development

National Textbook

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INFORMATICS

Basic Education
Grade Nine

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Educational Center for Research and Development
Lebanese Educational Publishing Company s.a.l.

■ **Documentary Research :** Iconographic Team, ECRD

■ **Publishing and Distribution :** Lebanese Educational Publishing Company s.a.l.
Layout : Technical Team, LEPC s.a.l.
Cover : Francois Kayrouz
Illustrations : Omar Safa
Printing : TypoPress

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First Published 2000
2nd Reprinting 2001

The National Textbook Project

By issuing the textbooks for the third year of each educational cycle, the Educational Center for Research and Development will have completed the third and last installment of books called for by the New Curricula. We are placing these books in the hands of students with the great hope that we are moving, step by step, toward the goal of acquiring sound learning, using sophisticated educational means and up-to-date methodology that encourage and reinforce individual thinking and research, acquisition of skills, development of ethical and national attitudes, the feeling of national belonging as well as the feeling of belonging to humanity at large.

The on-going revolution in information, communication and educational-aids technology has undoubtedly limited the role of the textbook and lowered the rank it used so recently to occupy. However, in our society and in many other societies, the textbook remains the basic means of education, and it is our duty to exert our utmost effort and care to come up with the best product as to form and content. Yet we should not lose sight of the fact that the textbook is not sufficient by itself but should rather be used as a stepping stone to access other sources of information. What is important is to keep a clear vision and maintain the right course toward our objective. The means should not turn into the end and the student should always remain the focus of the learning/teaching process.

No one ignores or denies the fact that textbook writing requires very high academic and educational qualifications and very wide field experience. The authors committees undeniably possess such qualities. Yet the textbooks of the last two years contained some negative aspects. Such is the nature of human work, no matter how good the intentions or how great the effort extended. Here constructive criticism constitutes a real contribution to raising the standard of authorship, minimizing errors and filling gaps. We say that, with all due appreciation and respect to all those who have contributed to the success of this project.

The Educational Center for Research and Development is embarking this year on a process of evaluating the New Curricula and related textbooks, teacher training courses and student achievement. This is a natural and necessary step now that the new system has been put into effect. This process aims at identifying the curricular objectives that have been achieved as well as those that have not been achieved, with a view to proceeding with the positive aspects and correcting the negative ones.

As part of this correction process, we plan to review the versions that have been issued in order to secure good textbooks for our students, who always deserve the best.

March 13, 2000

President, Educational Center for Research and Development

Nemer FRAYHA

Introduction

This is the third textbook for teaching Informatics at the intermediate level.

Being consistent with the general goals of the curriculum, the activities in the textbook progress along three lines:

1. Training students on useful information processing skills such as word processing, programming, spreadsheet, taking care of their computers, and multimedia presentations.
2. Helping students develop desirable general skills such as creative thinking, problem-solving, and independent learning.
3. Facilitating the use of information processing technology in learning other subjects.

This textbook is organized in five units and a Global Summary, three of which are continuation of units that started in grades seven and eight, and two new units. The continuing units are (1) Word Processing, (2) Spreadsheet, and (3) Programming. The new units are (4) Operating System Utilities, and (5) Multimedia Presentation. The accumulative nature of the informatics curriculum assumes that the students of this year should have mastered the skills that were offered in previous years. Therefore, a Global Summary section was added at the end of this textbook in order to show what should be mastered as prerequisites for this year in Word Processing, Spreadsheet and Programming. In addition, this unit can be used as a general reference for needed skills. We recommend the use of the same software that was used last year, or new versions of it, to minimize confusion about software selection.

The textbook explanations and activities are designed to limit memorization and encourage comprehension, analysis, generalization, and skill acquisition. It would be of little or no value to use this textbook for memorization purposes only. This textbook should be implemented through practice on computers.

A word should be added about Mousey, the character that accompanies the explanations in this textbook. It was introduced, as Sparky in the grade seven textbook, then changed to Mousey in grade eight textbook. It remains Mousey in this textbook, but it is now more in harmony with the nature of Informatics as it takes a strictly digital finish. Special efforts were made to use up-to-date 3-D technology to produce the illustrations. We certainly hope that you would find this textbook enjoyable and useful in the company of Mousey.

The Authors

Table of Contents

Unit 1 Word Processing

Lesson 1 Document Templates 13
Lesson 2 Text Columns 18
Lesson 3 Finding and Replacing 24
Lesson 4 AutoCorrect 31
Lesson 5 Lists 36

Unit 2 Spreadsheet

Lesson 6 Workbooks 45
Lesson 7 Adding Comments and Text Boxes 51
Lesson 8 Setting the Page for Printing 57
Lesson 9 Data Charts 65
Lesson 10 Project: Mousey's Computer Shop 73

Unit 3 Programming in LOGO

Lesson 11 Using Coordinates, Window Size and Turtle Speed 77
Lesson 12 Randomizing 84
Lesson 13 Recursion 90
Lesson 14 Offering Choices 98
Lesson 15 An Army of Turtles 103

Unit 4 Operating System Utilities

Lesson 16 Viruses and Anti-Viruses 111
Lesson 17 Disk Maintenance 115

Unit 5 Multimedia Presentations

Lesson 18 Digital Presentations 123
Lesson 19 Enhancing Slide Design 131
Lesson 20 Adding Multimedia Elements to Presentation 139
Lesson 21 Creating and Running Slide Shows 146

Unit 6 Global Summary

Word Processing 155
Spreadsheet 163
Programming in LOGO 168