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Process	Input	Process	Output	Feedback
Input	Information	Processing	Output	Feedback
Information	Processing	Output	Feedback	Information
Processing	Output	Feedback	Information	Processing
Output	Feedback	Information	Processing	Output
Feedback	Information	Processing	Output	Feedback

Learning area 6: INFORMATION SYSTEMS (FORM 9)

DEFINITION:

DATA: raw material, it is not organized and has a little value. Includes text, numbers, images, audio, video.

INFORMATION: is organized data that is valuable and meaningful to a user.

INFORMATION SYSTEM: is a set of related components that collect, process, store, and provide information.

Collected data → Process data → Provide Information

Chapter 4: File Management 139

Extension	File Type	Associated Application
.avi	Video	Windows Media Player
.css	Cascading style sheet	Default browser
.doc, .docx	Document	Microsoft Word
.exe	Executable application	Windows operating system
.htm, .html	Hypertext markup (web page)	Default browser
.jpg, .jpeg	Compressed image	Default image editor
.m4a	Audio-only MPEG4	Windows Media Player
.mp3	Music or sound	Windows Media Player
.pdf	Portable Document Format	Adobe Reader
.pps	Slide show	Microsoft PowerPoint
.ppt	Presentation	Microsoft PowerPoint
.rtf	Rich text format document	Default document editor
.swf	Flash format	Flash Player
.tif, .tiff	Compressed image file	Windows Photo Viewer
.txt	Text	Notepad
.wpd	Document	Corel WordPerfect
.xls, .xlsx	Spreadsheet	Microsoft Excel
.zip	Compressed archive	Windows Explorer

Figure 4-5. These are common file name extensions.

these associations may be changed using the **File Associations** dialog box. To access this, open the Control Panel window, click **Programs**, click **Default Programs**, and then click **Associate a file type or protocol with a program**. Do not manually change a file name extension unless there is a very good reason to do so. Changing the extension removes the file association. Additionally, some software will not recognize or open a file using **File-Open** unless the file has the proper extension.

Naming a Group of Related Files

A project may contain several related files. Using a similar word pattern in the file names of these files reminds the user that the files are all related. For example, after completing a science experiment on determining the boiling points of different liquids, the students have been asked to record the following:

- hypothesis and methods in a text document
- data and charts in a spreadsheet
- experiment setup in a photograph
- photograph and results on a web page
- results in a presentation

Table 2-1. Content Standard for Science as Inquiry

As a result of activities in grades K-12, all students should develop

- abilities necessary to do scientific inquiry
- understandings about scientific inquiry

Abilities Necessary to Do Scientific Inquiry

Table 2-2 presents the key abilities from the inquiry standards. These "negative abilities" go beyond what have been termed science "process" skills, such as observation, inference, and experimentation (Miller and Driver, 1987). Inquiry abilities require students to reach these processes with scientific knowledge as they use scientific reasoning and critical thinking to develop their understanding of science.

The basis for moving away from the traditional process approach is to encourage students to participate in the evaluation of scientific knowledge. At each of the steps involved in inquiry, students and teachers ought to ask "what counts?" What data do we keep? What data do we discard? What patterns exist in the data? Are these patterns appropriate for this inquiry? What explanations account for the pattern? Is one explanation better than another?

In justifying their decisions, students

INQUIRY IN THE CONTENT STANDARDS

The content standards for Science as Inquiry include both abilities and understandings of inquiry (Tables 2-1, 2-2 and 2-3). The general standards for inquiry (Table 2-1) are the same for all three grade spans (K-4, 5-8, 9-12). The more detailed fundamental abilities of inquiry and fundamental understandings about inquiry increase in complexity from kindergarten through grade 12, reflecting the cognitive development of students (Tables 2-2 and 2-3).

Gateways to Science STAAR Edition, Grade 5 TEKS Scientific Processes—Lesson Checklist

TEKS	Lessons
5.1A Demonstrate safety practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations	1.1 Safety
5.1B Make informed choices in the conservation, disposal, and recycling of materials	5.3 Alternative Energy Resources
5.2A Describe, plan, and implement simple experimental investigations testing one variable	2.4 Measuring Volume
5.2B Ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology	3.1 Force and Motion
5.2C Collect information by detailed observations and accurate measuring	3.2 Measuring Length
5.2D Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence	1.3 Observations and Inferences
5.2E Demonstrate that repeated investigations may increase the reliability of results	2.3 Measuring Mass
5.2F Communicate valid conclusions in both written and verbal forms	1.3 Observations and Inferences
5.2G Construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	2.5 Density
5.3A In all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	2.5 Density
5.3B Evaluate the accuracy of the information related to promotional materials for products and services such as national labels	5.3 Alternative Energy Resources
5.3C Draw or develop a model that represents how something works or looks that cannot be seen such as how a soda dispensing machine works	7.2 Inherited Traits and Learned Behaviors
5.3D Connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists	1.2 Science and Scientists
5.4A Collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Critical Dimensions, protractors, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and microscopes. Using devices, including clocks and stopwatches, and materials to support observations of habitats or organisms as they interact with their environments	2.2 Measuring Length
5.4B Use safety equipment, including safety goggles and gloves	4.3 The Rotation of Earth

*Process skills are embedded in all lessons but only indicated upon first introduction.

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Topics include word processing, spreadsheets, databases and other applications. The next slide shows a few more. Principles of Information Systems, Eleventh Edition 46 Intranets and Extranets (continued)Virtual private network (VPN): Secure connection between two points on the Internet Tunneling: Process by which VPNs transfer information by encapsulating traffic in IP packets over the Internet Principles of Information Systems, Eleventh Edition 47 Internet Issues Many benefits but negative consequences are possiblePrivacy invasion, especially with social networks Some Web sites allow users to set eAAAdo-not-trackAAA feature Facial recognition software available States and local governments trying to collect sales tax on Internet sales Internet attacks and hacks important Internet issues Principles of Information Systems, Eleventh Edition 48 Summary The Internet started with ARPANET Internet Protocol (IP)The set of conventions used to pass packets from one host to another Transmission Control Protocol (TCP): Other protocol used with IP Uniform Resource Locator (URL): Web address that specifies the exact location of a Web page and the location on the host Principles of Information Systems, Eleventh Edition 49 Summary (continued) The Web:Collection of tens of millions of servers providing information via hyperlink technology Hypertext Markup (HTML): Standard page description language for Web pages Web 2.0: The Web as a computing platform that supports software applications and the sharing of information among users Principles of Information Systems, Eleventh Edition 50 Summary (continued) The Web:The most popular medium for distributing and accessing information Intranet: Internal corporate network built using Internet and World Wide Web standards and products Extranet: Network that links selected resources of the intranet of a company with its customers, suppliers, or other business partners Principles of Information Systems, Eleventh Edition 51 Summary (continued) The Web:Principles of Information Systems, Eleventh Edition 15 Accessing the Internet (continued)Other options include: Cable modem connections DSL connections Satellite connections Wireless Internet connections Cellular and Wi-Fi networks Principles of Information Systems, Eleventh Edition 16 Cloud Computing environment in which:Software and storage are provided as an Internet service and accessed with a Web browser Extremely scalable and often takes advantage of virtualization technologies Advantages to businesses: Businesses can save on system design, installation, and maintenance Employees can access corporate systems from any Internet-connected computer Be able to have some examples of services that can be stored on the cloud Also know the reasons why a business might want to outsource to the cloud Principles of Information Systems, Eleventh Edition 17 Cloud Computing (continued)Public cloud Refers to service providers that offer their cloud-based services to the general public Private cloud Where cloud technology is used within the confines of a private network Principles of Information Systems, Eleventh Edition 18 The World Wide Web Developed by Tim Berners-Lee at CERNOriginally conceived of as an internal document-management system The Web has grown to become: A primary source of news and information An Conduit for Commerce A popular center for social interaction, entertainment and communication How does the Internet and the Web differ? 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