



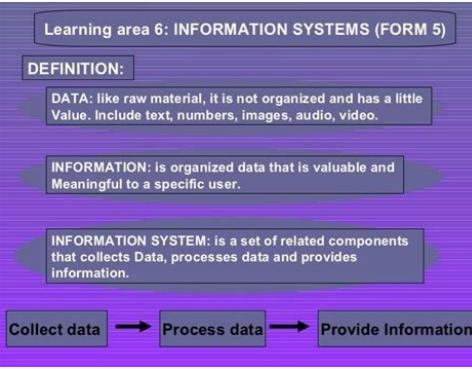
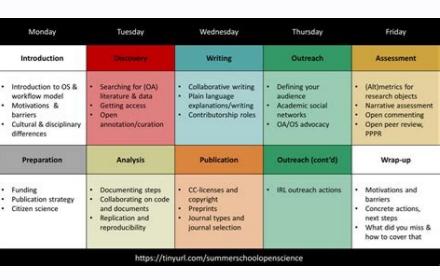
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Principles of information systems 11th grade pdf



Learning area 6: INFORMATION SYSTEMS FORM 5)

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

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

INFORMATION SYSTEM: is a set of related components that collects data, processes data and provides information.

Collect 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
.xt, .tiff	Compressed image file	Windows Photo Viewer
.txt	Text	Notepad
.wpd	Document	Corel WordPerfect
.xls, .xlsx	Spreadsheet	Microsoft Excel
.zip	Compressed archive	Windows Explorer

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

the 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 accidentally 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 names of these files makes it easier to find 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

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activities. They were making observations, manipulating materials, and conducting controlled investigations. As a result, they developed cognitive abilities, such as critical thinking and reasoning, as well as basic skills in science (Bogard & Freedman, 1982; Shymansky et al., 1983).

These developing national standards were committed to including inquiry as both science content and as a way to learn science. Therefore, rather than teaching the virtues of "hands-on" or "laboratory-based" teaching as the way to teach "science content and process," the nature of the inquiry reflects inquiry in both a learning goal and a teaching method. The concept of inquiry thus appears in several different places in the Standards.

Inquiry in the Content Standards

The content standards for Science as Inquiry include both abilities and understandings for inquiry (Tables 2.1, 2.2 and 2.3). The general standards for inquiry (Table 2.1) are the same for all three grade levels (K-5, 6-8, 9-12). The more detailed fundamental abilities of inquiry and fundamental understandings about inquiry increase in complexity and depth through grade 12, reflecting the cognitive development of students (Tables 2.2 and 2.3).

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