BIG IDEAS

Design for the life cycle includes consideration of social and **environmental impacts**.	Personal design interests require the evaluation and refinement of skills.	Tools and **technologies** can be adapted for specific purposes.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: **Applied Design** ***Understanding context*** • Engage in a period of **user-centred research** and **empathetic observation** to understand design opportunities ***Defining*** • Establish a point of view for a chosen design opportunity • Identify potential users, intended impacts, and possible unintended negative consequences • Make inferences about premises and **constraints** that define the design space, and develop criteria for success • Determine whether activity is collaborative or self-directed ***Ideating*** • Identify and examine gaps for potential design improvements and innovations • Critically analyze impacts of competing social, ethical, and sustainability considerations on design • Generate ideas and add to others' ideas to create possibilities, and prioritize them for prototyping • Evaluate suitability of possibilities according to success criteria, constraints, and potential gaps • Work with users throughout the design process	*Students are expected to know the following:* • complex circuit design and construction • Ohm's law, Watt's law, and Kirchhoff's law, and the conservation of current and energy within electrical circuits • functions of logic **gates and devices** • **chemicals** used in electronics • **testing equipment** for measurement and comparison of expected values • computer software for designing printed circuits • circuits for **analog systems** • circuits for **digital systems** • uses of **microcontrollers** • alternating current (AC) and direct current (DC) circuit comparison and analysis • electromagnetic induction as it relates to motors, electrical generation, and distribution • standard layout and symbols for wiring and schematic diagrams • interpretation of schematic drawings • use of fibre optics in communication

Learning Standards (continued)

Curricular Competencies	Content
Prototyping • Choose an appropriate form, scale, and level of detail for prototyping, and plan procedures • Analyze the design for the life cycle and evaluate its **impacts** • Visualize and construct prototypes, making changes to tools, materials, and procedures as needed • Record **iterations** of prototyping ***Testing*** • Identify and communicate with **sources of feedback** • Develop an **appropriate test** of the prototype, conduct the test, and collect and compile data • Evaluate design according to critiques, testing results, and success criteria to make changes ***Making*** • Identify appropriate tools, technologies, materials, processes, cost implications, and time needed • Create design, incorporating feedback from self, others, and results from testing of the prototype • Use materials in ways that minimize waste ***Sharing*** • Decide how and with whom to **share** creativity, or share and promote design and processes • Share the product with users and critically evaluate its success • Critically reflect on their design thinking and processes, and identify new design goals • Evaluate new possibilities for plans, products and processes, including how they or others might build on them **Applied Skills** • Apply safety procedures for themselves, co-workers, and users in both physical and digital environments	• design for the life cycle • future career options and opportunities in electronics • **interpersonal skills** for interacting with colleagues and clients

Learning Standards (continued)

Curricular Competencies	Content
• Individually or collaboratively identify and assess skills needed for design interests • Demonstrate competency and proficiency in skills at various levels involving manual dexterity and complex circuitry techniques • Develop specific plans to learn or refine identified skills over time **Applied Technologies** • Explore existing, new, and emerging tools, technologies, and systems to evaluate suitability for design interests • Evaluate impacts, including unintended negative consequences, of choices made about technology use • Analyze the role that changing technologies play in electronics-related contexts	

Big Ideas – Elaborations

APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Electronics
Grade 12

- **Design for the life cycle:** taking into account economic costs, and social and environmental impacts of the product, from the extraction of raw materials to eventual reuse or recycling of component materials
- **environmental impacts:** including manufacturing, packaging, disposal, and recycling considerations
- **technologies:** tools that extend human capabilities

Curricular Competencies – Elaborations

APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Electronics
Grade 12

- **user-centred research:** research done directly with potential users to understand how they do things and why, their physical and emotional needs, how they think about the world, and what is meaningful to them
- **empathetic observation:** aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders
- **constraints:** limiting factors such as task or user requirements, materials, expense, environmental impact
- **impacts:** including social and environmental impacts of extraction and transportation of raw materials; manufacturing, packaging, and transportation to markets; servicing or providing replacement parts; expected usable lifetime; and reuse or recycling of component materials
- **iterations:** repetitions of a process with the aim of approaching a desired result
- **sources of feedback:** may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline
- **appropriate test:** includes evaluating the degree of authenticity required for the setting of the test, deciding on an appropriate type and number of trials, and collecting and compiling data
- **share:** may include showing to others or use by others, giving away, or marketing and selling

Content – Elaborations

- **gates and devices:** for example, buffer, inverter, AND, NOT, NAND, OR, NOR, XOR, XNOR
- **chemicals:** for example, solvents, solder, etchant chemicals
- **testing equipment:** for example, oscilloscopes, multimeters, voltmeters, ammeter
- **analog systems:** for example, power amplifier, FM transmitter
- **digital systems:** for example, digital alarm clock, multi-segmented light-emitting diode (LED) chasers
- **microcontrollers:** for example, programmable logic controller (PLC), peripheral interface controller (PIC)
- **interpersonal skills:** for example, professional communications, collaboration, ways of explaining visuals