**Area of Learning: Applied Design, Skills, and Technologies — Woodwork Grade 10**

**BIG IDEAS**

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| User needs and interests drive the design process. |  | Social, ethical, and sustainability considerations impact design. |  | Complex tasks require different technologies and tools at different stages. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Applied DesignUnderstanding context* Engage in a period of researchand **empathetic observation**

Defining* Identify potential users and relevant contextual factors for a chosen design opportunity
* Identify criteria for success, intended impact, and any **constraints**
* Determine whether activity is collaborative or self-directed

Ideating* Take creative risks in generating ideas and add to others’ ideas in ways that enhance them
* Identify and use **sources of inspiration**
* Screen ideas against criteria and constraints
* Critically analyze and prioritize competing **factors** to meet community needs for preferred futures
* Maintain an open mind about potentially viable ideas

Prototyping* Choose a form for prototyping and develop a **plan** that includes key stages and resources
* Evaluate a variety of materials for effective use and potential for reuse, recycling, and biodegradability
* Prototype, making changes to tools, materials, and procedures as needed
* Record **iterations** of prototyping
 | *Students are expected to know the following:** project design opportunities
* importance of woodwork in historical and current cultural contexts of First Nations, Métis, or Inuit communities, and other cultural contexts
* ethics of **cultural appropriation** in design process
* identification, characteristics, properties, and uses of wood from various species
* choices related to the sustainable use of wood
* uses and creation of plans and drawings
* **techniques** for stock breakout and woodworking using a variety of tools and equipment, including **stationary power equipment**
* function, uses, and role of portable and stationary power equipment in the creation of a project
* function and use of hand tools
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**Area of Learning: Applied Design, Skills, and Technologies — Woodwork Grade 10**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Testing* Identify **sources of feedback**
* Develop an appropriate test
* Conduct the test, collect and compile data, evaluate data, and decide on changes

Making* Identify and use appropriate tools, **technologies**, materials, and processes
* Make a step-by-step plan and carry it out, making changes as needed
* Use materials in ways that minimize waste

Sharing* Decide on how and with whom to **share** product and processes
* Demonstrate product to users and critically evaluate its success
* Identify new design goals

Applied Skills* Demonstrate and document an awareness of precautionary and emergency safety procedures
* Develop competency and proficiency in skills at various levels involving manual dexterity and woodworking techniques
* Identify the skills needed, individually or collaboratively, in relation to specific projects, and develop and refine them

Applied Technologies* Choose, adapt, and if necessary learn more about appropriate tools and technologies to use for tasks
* Evaluate **impacts**, including unintended negative consequences, of choices made about technology use
* Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies
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|  **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – WoodworkCurricular Competencies – Elaborations Grade 10** |
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| * **empathetic observation:** may include experiences; traditional cultural knowledge and approaches of First Peoples and those of other cultures; places, including the land and its natural resources and analogous settings; people, including users, experts, and thought leaders
* **constraints:** limiting factors such as task or user requirements, materials, expense, environmental impact
* **sources of inspiration:** may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, users and experts
* **factors:** including social, ethical, and sustainability
* **plan:** for example, pictorial drawings, sketches, flow charts
* **iterations:** repetitions of a process with the aim of approaching a desired result
* **sources of feedback:** may include First Nations, Métis, or Inuit community experts; keepers of other traditional cultural knowledge and approaches; peers, users, and other experts
* **technologies:** tools that extend human capabilities
* **share:** may include showing to others or use by others, giving away, or marketing and selling
* **impacts:** personal, social, and environmental
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|  **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – WoodworkContent – Elaborations Grade 10** |
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| * **cultural appropriation:** use of a cultural motif, theme, “voice”, image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn
* **techniques:** for example,shaping, laminating, turning, joining, finishing
* **stationary power equipment:** for example,jointer, planer, lathe, mitre saw, table saw, band saw, thickness sander, drill press, scroll saw, mortise machine, radial arm saw, panel saw
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