**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 Design  Understanding 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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**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 |  |

| **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Woodwork Curricular 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 |

| **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Woodwork Content – 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 |