**Area of Learning: Applied Design, Skills, and Technologies —   
Automotive Technology Grade 11**

**BIG IDEAS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Vehicle operation, service, and maintenance include consideration of **social and environmental impacts**. |  | Personal service and maintenance 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   * Interpret circumstances of or factors in a particular automotive situation or challenge   Defining   * Identify potential issues and troubleshoot * Identify requirements, intended impacts, and possible unintended negative consequences  of service * Determine whether activity is collaborative or self-directed   Ideating   * Generate ideas to create a range of possibilities and add to others’ ideas in ways that create additional possibilities * Critically analyze how competing social, ethical, and sustainability considerations impact creation and development of solutions * Choose an idea to pursue and maintain an open mind about other potentially viable ideas   Prototyping   * Identify and apply a variety of sources of information to develop a plan that includes  key stages and resources * Analyze the **design for the life cycle** and evaluate its **impacts** * Consider a variety of materials for effective use and their potential for reuse, recycling,  and biodegradability * Make changes to tools, materials, and procedures as needed | *Students are expected to know the following:*   * simple automotive repair and maintenance * social, legal, and ethical responsibilities associated with vehicle operation * use of technical information and manuals  for the purpose of **diagnostics** and repair * **fundamental automotive tools  and equipment** * **lifting equipment** and **procedures** * chassis and body * enginediagnosticsupport systems * emerging and alternative energy sources used to power automotive vehicles * fundamentals of engine operation * **vehicle systems** * **vehicle safety systems** * design for the life cycle |

**Area of Learning: Applied Design, Skills, and Technologies —   
Automotive Technology Grade 11**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| Testing   * Identify and communicate with sources of feedback * Develop an **appropriate test**, conduct the test, and collect and compile data * Apply information based on feedback and testing results to make necessary changes   Making   * Identify appropriate tools, technologies, materials, processes, and time needed * Carry out updated plan, incorporating feedback from self and others and from testing results * Use materials in ways that minimize waste   Sharing   * Decide how and with whom to **share** their processes, to solicit and generate feedback * Share final plans, products and processes to evaluate their success * Critically reflect on plans, products and processes, and identify new goals * Identify and analyze 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 operators in both physical  and digital environments * Individually or collaboratively identify and assess skills needed for automotive service plans, products and processes * Develop competency and proficiency in skills at various levels involving manual dexterity, mechanics, and maintenance * 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 automotive maintenance and repair interests * Evaluate impacts, including unintended negative consequences, of choices made about technology use * Examine the role that advancing technologies play in automotive contexts |  |

|  |
| --- |
| **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Automotive Technology  Big Ideas – Elaborations Grade 11** |
| * **social and environmental impacts:** including operator and public safety; emissions and effects on the environment; manufacturing, packaging, disposal, and recycling considerations related to vehicle parts and products * **technologies:** tools that extend human capabilities |

| **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Automotive Technology  Curricular Competencies – Elaborations Grade 11** |
| --- |
| * **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 * **impacts:** including the 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 * **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 |

| **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Automotive Technology  Content – Elaborations Grade 11** |
| --- |
| * **diagnostics:** onboard diagnostic systems, external diagnostic systems * **fundamental automotive tools and equipment:** hand, power, and pneumatic tools and equipment (e.g., wheel balancer, tire changer) * **lifting equipment:** for example, jacks, hoists, stands * **procedures:** planning, integrity, stability * **vehicle systems:** for example, driveline, suspension, steering, electric * **vehicle safety systems:** for example, air bags, crumple zones, restraints |