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

**BIG IDEAS**

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| **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**

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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 **user-centred** **research** and **empathetic observation**

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 identify criteria for success
* Determine whether activity is collaborative or self-directed

Ideating* Generate ideas and add to others’ ideas to create possibilities, and prioritize them for prototyping
* Critically analyze how competing social, ethical, and sustainability considerations impact creation and development of solutions
* Choose an idea to pursue based on success criteria and maintain an open mind about potentially viable ideas

Prototyping* Choose a form for prototyping and develop a **plan** that includes key stages and resources
* Analyze the design for the life cycle and evaluate its **impacts**
 | *Students are expected to know the following:** simple circuit design and construction
* **Ohm’s law**
* **Watt’s law**
* circuit board **manufacturing processes**
* potential electrical hazards
* measurement using advanced diagnostic and **testing instruments**
* function and application of **common electronic components**
* schematic diagrams
* operation and application of **circuits**
* purpose and operation of microcontrollers/microprocessors
* strategies for isolating problems and implementing solutions in circuit construction
* design for the life cycle
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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| * Visualize and construct prototypes, making changes to tools, materials, and proceduresas 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
* Apply information from 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* Determine how and with whom to **share** design and processes for feedback
* Share the product with users to evaluate its success
* Critically reflect on plans, products and processes, and identify new design goals
* 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 users in both physical and digital environments
* Individually or collaboratively identify and assess skills needed for design interests
* Demonstrate competency and proficiency in skills at various levels involving manual dexterity and circuitry techniques
* Develop specific plans to learn or refine identified skills over time
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**Area of Learning: Applied Design, Skills, and Technologies — Electronics Grade 11**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| 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
* Examine the role that advancing technologies play in electronics-related contexts
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