**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 Design  Understanding 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 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 * 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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**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 |  |