**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 |

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

**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 |  |

**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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| **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Electronics  Big Ideas – 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 * **environmental impacts:** including manufacturing, packaging, disposal, and recycling considerations * **technologies:** tools that extend human capabilities |

| **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Electronics  Curricular Competencies – Elaborations Grade 11** |
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| * **user-centred research:** research done directly with potential users to understand how they do things and why, their physical and emotional needs, how they think about the world, and what is meaningful to them * **empathetic observation:** aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders * **constraints:** limiting factors, such as task or user requirements, materials, expense, environmental impact * **plan:** for example, pictorial drawings, sketches, flow charts * **impacts:** including 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 * **iterations:** repetitions of a process with the aim of approaching a desired result * **sources of feedback:** may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online  and offline * **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 – Electronics  Content – Elaborations Grade 11** |
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| * **Ohm’s law:** including the relationship between voltage, current and resistance * **Watt’s law:** including the relationship between power, voltage and current * **manufacturing processes:** for example, layout, printing, etching, drilling * **testing instruments:** for example, meters, signal generators, frequency generator, oscilloscope * **common electronic components:** for example, resistors, capacitors, diodes, silicon controlled rectifiers (SCRs), transistors,  integrated circuits, transformers * **circuits:** for example, digital, analogue, amplifiers, oscillators, timer circuits |