



## Applied Design, Skills and Technology (ADST) 9 Comprehensive

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### Reporting Procedure:

- Ongoing progress is available on JupiterGrades and Blackboard
- There will be a minimum of 2 Ongoing Communications of Student Learning per semester
- At mid-course, there will be a Progress Report
- There will be a formal, Summative Report at the end of the course

### Assessment:

- The new Ministry of Education Assessment and Reporting Order has changed the way we report to parents. We will now be communicating **with** parents rather than reporting **to** parents. Students will be assessed on the following levels of competency at grade level:

Beginning to acquire knowledge, skills, strategies and processes.	Developing the ability to apply knowledge, skills, strategies and processes.	Applying knowledge, skills, strategies and processes consistently.	Extending knowledge, skills, strategies and processes creatively and strategically.
<ul style="list-style-type: none"> <li>▪ Student is beginning to understand at grade-level expectations</li> <li>▪ Shows evidence that learner can demonstrate some progress towards the learning standards</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student is developing understanding at grade-level expectations</li> <li>▪ Shows evidence that learner can understand the learning standards in basic or familiar situations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student is applying understanding at grade-level expectations</li> <li>▪ Shows evidence that learner can transfer understanding of the learning standards to both predictable and new situations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student is extending understanding at grade level expectations</li> <li>▪ Shows evidence that learner can insightfully and creatively apply an in-depth understanding of the learning standards in complex situations</li> </ul>



**BIG IDEAS:** *Students are expected to understand the following:*

1. Design can be responsive to identified needs.
2. Complex tasks require the acquisition of additional skills.
3. Complex tasks may require multiple tools and technologies.

**CURRICULAR COMPETENCIES:** *Students are expected to be able to do the following:*

### Applied Design

#### Defining

1. Choose a design opportunity
2. Identify key features or potential users and their requirements
3. Identify criteria for success and any constraints

#### Ideating

4. Generate potential ideas and add to others' ideas
5. Screen ideas against criteria and constraints
6. Evaluate personal, social, and environmental impacts and ethical considerations
7. Choose an idea to pursue

#### Prototyping

8. Identify and use sources of information
9. Develop a plan that identifies key stages and resources
10. Explore and test a variety of materials for effective use
11. Construct a first version of the product or a prototype, as appropriate, making changes to tools, materials, and procedures as needed
12. Record iterations of prototyping

#### Testing

13. Test the first version of the product or the prototype
14. Gather peer and/or user and/or expert feedback and inspiration
15. Make changes, troubleshoot, and test again

#### Making

16. Identify and use appropriate tools, technologies, and materials for production
17. Make a plan for production that includes key stages, and carry it out, making changes as needed
18. Use materials in ways that minimize waste

#### Sharing

19. Decide on how and with whom to share their product
20. Demonstrate their product and describe their process, using appropriate terminology and providing reasons for their selected solution and modifications
21. Evaluate their product against their criteria and explain how it contributes to the individual, family, community, and/or environment
22. Reflect on their design thinking and processes, and evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient co-operative work space
23. Identify new design issues





**Applied Skills**

1. Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments
  - a. Identify and evaluate the skills and skill levels needed, individually or as a group, in relation to a specific task, and develop them as needed

**Applied Technologies**

1. Select, and as needed learn about, appropriate tools and technologies to extend their capability to complete a task
2. Identify the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use
3. Identify how the land, natural resources, and culture influence the development and use of tools and technologies

**CONTENT:** *Students are expected to know the following:*

Students will select 2 of the 4 options to fulfill the requirements of this course (with the understanding that the unit is expected to fulfill half a course-worth of credit.

<p><b>Food Studies 9</b></p> <ul style="list-style-type: none"> <li>- pathogenic microbes associated with food-borne illnesses</li> <li>- components of food preparation, including use and adaptations of ingredients, techniques, and equipment</li> <li>- health, economic, and environmental factors that influence availability and choice of food in personal, local, and global contexts</li> <li>- ethical issues related to food systems</li> <li>- First Peoples traditional food use, including ingredients, harvesting/gathering, storage, preparation, and preservation</li> </ul>	<p><b>Media Arts 9</b></p> <ul style="list-style-type: none"> <li>- digital and non-digital media technologies, their distinguishing characteristics and uses</li> <li>- techniques for organizing ideas to structure information and story through media conventions</li> <li>- media production skills</li> <li>- standards-compliant technology</li> <li>- ethical, moral, and legal considerations and regulatory issues</li> <li>- technical and symbolic elements that can be used in storytelling</li> <li>- specific features and purposes of media artworks from the present and the past to explore viewpoints, including those of First Peoples</li> <li>- specific purposes of media use in the social advocacy of First Peoples in Canada</li> <li>- influences of digital media in society</li> </ul>
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**Information Technology 9**

- text-based coding
- binary representation of various data types, including text, sound, pictures, video
- drag-and-drop mobile development
- programming modular components
- development and collaboration in a cloud-based environment
- design and function of networking hardware and topology, including wired and wireless network router types, switches, hubs, wireless transfer systems, and
- client-server relationships
- functions of operating systems, including mobile, open source, and proprietary systems
- current and future impacts of evolving web standards and cloud-based technologies
- design for the web
- strategies for curating and managing personal digital content, including management, personalization, organization, maintenance, contribution, creation, and publishing of digital content
- relationships between technology and social change
- strategies to manage and maintain personal learning networks, including content consumption and creation
- keyboarding techniques

**Spark 9**

- Using any of the content areas, create your own series of projects (must be decided with the teacher prior to beginning)
- For other areas, please see <https://curriculum.gov.bc.ca/curriculum/adst/9>

**CORE COMPETENCIES:** Students will be accessing the Core Competencies in all their curricular areas. They may be self-assessing the Core Competencies on their Ongoing Communications. Summative reports at the end of the course will report that the student has engaged in this self-assessment.

