

**INDUSTRIAL ARTS — SENIOR 1 TO SENIOR 4
CURRICULUM CORRELATION LEARNING RESOURCES FORM**

ELECTRICITY/ELECTRONICS TECHNOLOGY

Resource ID #'s
Student Resource _____
Teacher Resource _____

Title: _____

Series Title (if applicable): _____

Senior 1 **Senior 2** **Senior 3** **Senior 4**

- Set of Student Resource(s) with accompanying teacher support material(s) such as a Teacher's Guide/Resource** **and/or** **Teacher's Edition**
Teacher support material - Supports the teacher in implementation of the student learning material
- Student Reference**
Stand-alone text or handbook. Intended audience is students. Typically a depth resource on a specific area or topic.
- Teacher Professional Reference**
Contains theory and/or practice and/or history and/or classroom strategies to assist teachers in teaching
- Teacher Reference**
Stand-alone resource. Intended audience is teachers. A depth resource on a specific area such as woodworking or topic such as Face Plate turning on a Wood Lathe

Measurement System (Please ✓ one)

- Metric**
- Imperial**
- Metric/Imperial**

Contains potentially sensitive content? **Yes** **No**

On the following form indicate in the boxes (✓) the degree of curriculum fit and provide specific unit, chapter, or page reference.

Prescribed Content Themes	Degree of Curriculum Fit
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Industrial Arts — Senior 1 to Senior 4

Production Skills — Electricity/Electronics Technology

General Learning Outcomes for each Strand

<i>The learning resource demonstrates</i>	Student Resource(s)					Teacher Resource(s)				
	none	slight	moderate	extensive	n/a	none	slight	moderate	extensive	n/a
GLO EE 3.1 how to employ safe work practices related to electricity and electronic processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deals with										
Does not deal with										
GLO EE 3.2 how to identify and describe careers and skills related to electricity and electronics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deals with										
Does not deal with										
GLO EE 3.3 how to identify and demonstrate proper use of tools, materials and equipment utilized in electricity/electronics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deals with										
Does not deal with										
GLO EE 3.4 the function of electrical/electronic passive and active components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deals with										
Does not deal with										
GLO EE 3.5 an understanding of electrical/electronic laws and theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deals with										
Does not deal with										
GLO EE 3.6 how to identify and analyze basic electrical/electronic circuits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deals with										
Does not deal with										

Prescribed Content Themes	Degree of Curriculum Fit
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Industrial Arts — Senior 1 to Senior 4

Production Skills — Electricity/Electronics Technology

General Learning Outcomes for each Strand

<i>The learning resource demonstrates</i>	Student Resource(s)					Teacher Resource(s)				
	none	slight	moderate	extensive	n/a	none	slight	moderate	extensive	n/a
GLO EE 3.7 how to recognize and apply electrical/electronic systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deals with										
Does not deal with										
	none	slight	moderate	extensive	n/a	none	slight	moderate	extensive	n/a
GLO EE 3.8 how to design and problem solve electrical/electronic circuitry to provide solutions to real work applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deals with										
Does not deal with										
	none	slight	moderate	extensive	n/a	none	slight	moderate	extensive	n/a
GLO EE 3.9 how to apply electrical/electronic fabrication techniques to construct electrical/electronic devices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deals with										
Does not deal with										
	none	slight	moderate	extensive	n/a	none	slight	moderate	extensive	n/a
GLO EE 3.10 how to research and illustrate current innovative applications in electricity and electronics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deals with										
Does not deal with										

Fundamental Skills (Skills needed as a base for further development. These skills are common to all Industrial Arts strands.)

General Learning Outcomes

- GLO 1.1 To communicate technical ideas and designs effectively and appropriately
- GLO 1.2 To apply effective decision making, problem solving and design strategies to a project
- GLO 1.3 To effectively manage information

<i>The learning resource demonstrates</i>	Student Resource(s)					Teacher Resource(s)				
	none	slight	moderate	extensive	n/a	none	slight	moderate	extensive	n/a
GLO 1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GLO 1.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GLO 1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Prescribed Content Themes	Degree of Curriculum Fit
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Industrial Arts — Senior 1 to Senior 4

Personal Skills (Basic skills for personal effectiveness and growth. These skills are common to all Industrial Arts strands.)

General Learning Outcomes

GLO 2.1 To demonstrate responsibility in personal management, punctuality, task completion and in meeting project criteria

GLO 2.2 To make ethical decisions concerning the impact of one's activities and the use of technology

GLO 2.3 To develop an action plan relating personal aptitudes and abilities to occupational opportunities

GLO 2.4 To demonstrate safe practices in Industrial Arts facilities

GLO 2.5 To demonstrate positive attitudes to learning in Industrial Arts facilities

GLO 2.6 To adapt strategies to work effectively as a team member to complete a project

<i>The learning resource demonstrates</i>	Student Resource(s)					Teacher Resource(s)				
	none	slight	moderate	extensive	n/a	none	slight	moderate	extensive	n/a
GLO 2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GLO 2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GLO 2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GLO 2.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GLO 2.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GLO 2.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Safety

<i>The learning resource supports</i>	Student Resource(s)					Teacher Resource(s)				
	none	slight	moderate	extensive	n/a	none	slight	moderate	extensive	n/a
General Equipment – Safety Procedures (hand tools, portable tools or stationary tools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hazard analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safe work procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Machine guarding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal protective equipment (PPE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Noise control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WHMIS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hoist and Lifting Devices—Safety Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Welding—Safety Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

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