**Student:**

**Date:**

| **Outcomes** | **R** | **D** | **C** | **A** | **Changed Outcomes** |
| --- | --- | --- | --- | --- | --- |
| **Unit 1 – Big Ideas** | | | | | |
| 1.0 identify opportunities in the technology sector in Atlantic Canada |  |  |  |  |  |
| 2.0 examine innovation and entrepreneurship within the Information Technology sector in regions of Atlantic Canada |  |  |  |  |  |
| 3.0 practice safe use of technology |  |  |  |  |  |
| 4.0 apply legal and ethical practices when using technology |  |  |  |  |  |
| 5.0 identify the elements of the Universal Systems Model |  |  |  |  |  |
| 6.0 trace the evolution of computer hardware |  |  |  |  |  |
| 7.0 discuss the evolution of computer programming tools |  |  |  |  |  |
| **Unit 2 – Basic Skills** | | | | | |
| 8.0 create algorithms using pseudocode and flowcharts |  |  |  |  |  |
| 9.0 employ problem-solving techniques to debug errors |  |  |  |  |  |
| 10.0 create programs using a block-based programming language |  |  |  |  |  |
| 11.0 create a program using common elements of computer programming |  |  |  |  |  |
| 12.0 differentiate between digital and physical interfaces |  |  |  |  |  |
| 13.0 create programs that sense events and control physical devices |  |  |  |  |  |
| **Unit 3 – Innovation Challenge** | | | | | |
| 14.0 work cooperatively and collaboratively in design teams |  |  |  |  |  |
| 15.0 maintain a design portfolio of documentation for the design activity |  |  |  |  |  |
| 16.0 investigate authentic problem situations to determine opportunities to develop an innovative solution |  |  |  |  |  |
| 17.0 generate a variety of solutions to a chosen problem and select the best solution |  |  |  |  |  |
| 18.0 identify specific tools and materials needed to develop the solution |  |  |  |  |  |
| 19.0 test and refine the prototype’s design to ensure that it solves the identified problem |  |  |  |  |  |
| 20.0 present the project portfolio and prototype in an in-class or school-based technology fair |  |  |  |  |  |