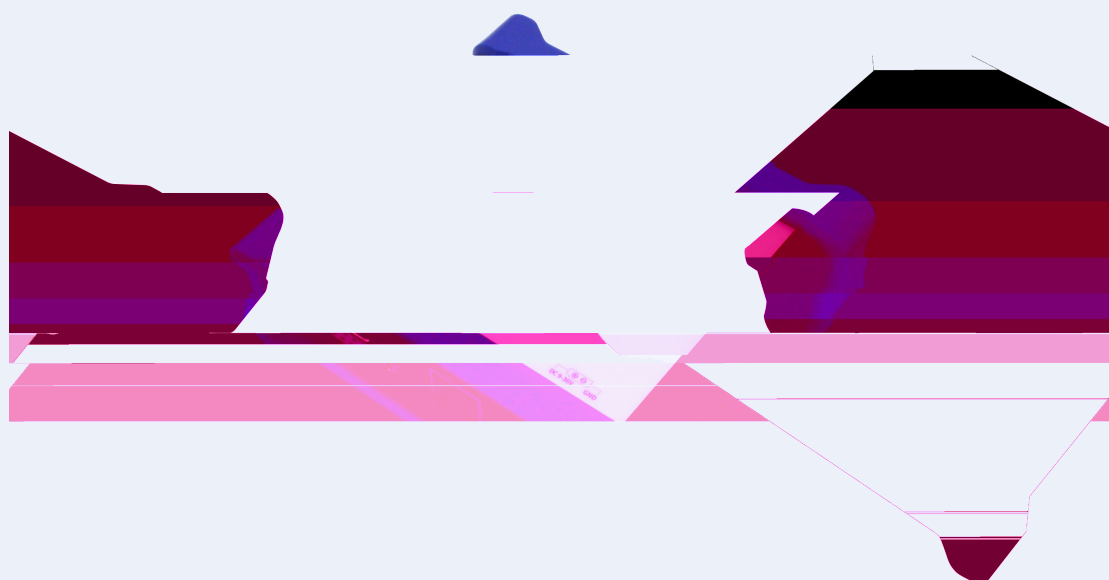




User Manual

CAN FD / LIN O D L

1002	CAN FD	2, LIN	2, DO	2, DI	2, AI 2,
G					

C I

O N L .

N . 9 B , 1288 J N , J D , (H)

B 14-17, L 4849 C H (I)

I , O N L .

(O N)

. H , -

, O N

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. F

, O N

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N

O N .

@ C 2026-2027, O N L . A .

- CAN/CAN FD/LIN

- G ☐

-

- M -

- D -

- 2- CAN/CAN FD 2- LIN

- 2 , 2 , 1

’ ☐

F & I O	2
A	3
H	3
1. I	5
1.1.	5
1.2. E	7
1.3. D	9
1.4. LED I	10
1.5.	11
1.6. L	12
2. A E	14
2.1. C	14
2.2. H C	16
2.2.1. CAN	16
2.3. E	17
2.3.1. CAN F	17
2.3.2. LIN F	22
2.3.3. L I	26
3. A	41
3.1. I	41
3.2. B I	45
4. I M	49

1002 - CAN (FD) LIN 2 CAN FD
2 LIN . I CAN FD 5 M (8 M
-) LIN 0 20 .
I/O ,
. I 64 GB
. - , 1002
C M , 1002 DBC
A ML , , CAN
1002 C E , -
A I L ,
C++, C#, L IE ,
.

I :

- CAN FD/LIN M
- C - ()

 . F
L , .



C I	J45 E
	M - -

D C - , -

C D- , 9-

DC ; LIN

C 1.6

E D ± 4 , ± 15

E M M

D A . 113 × 98 × 38

O -40 +80

O H 10% 90% H (

	LIN 1.3, LIN 2.0, LIN 2.1, LIN J2602
	LDF ; , ,
E	, 12 36



C	DB9 F
DO	H - : 0 ; - :
DI	I : 0 5
AI	I : 0 24



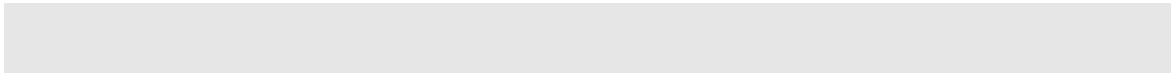
O	DC / BA	9	12	36	
C	DC / BA	1.6	1.6	2.5	



	CANH, CAHL	-58	--	58	DC

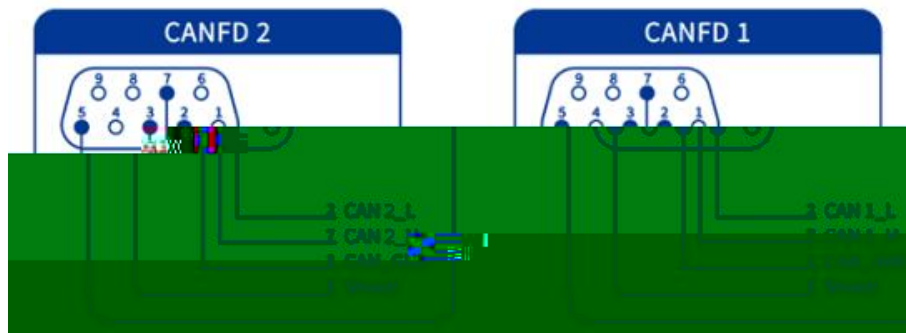


B	LIN GND	-30	--	30	

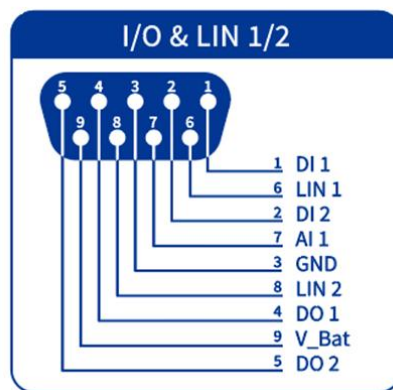




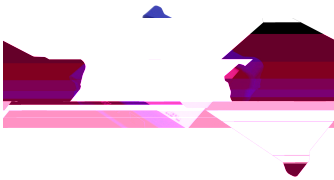
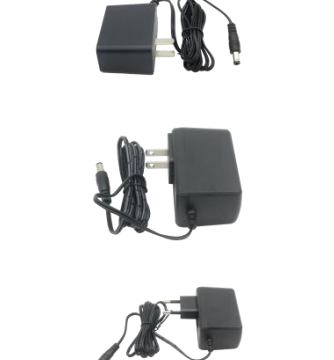
F 1-2 H I



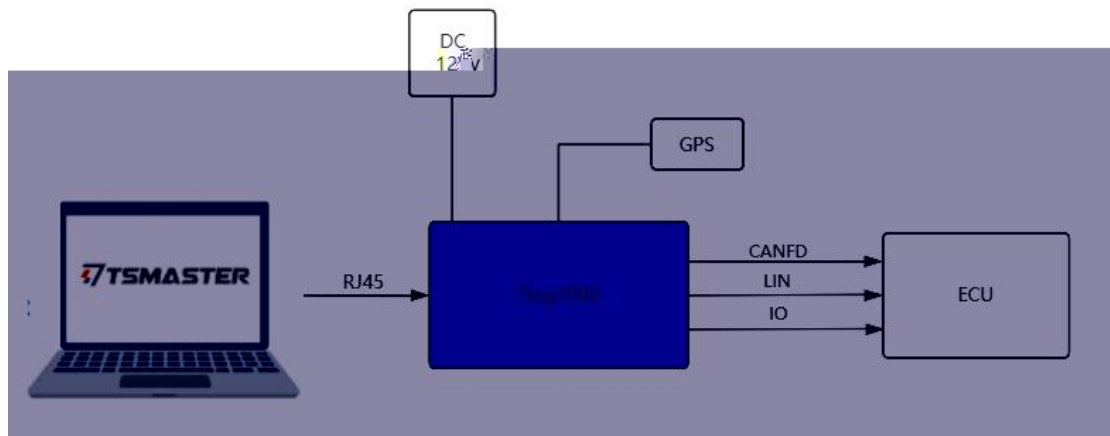
F 1-3 L (CAN FD)



F 1-4 L (LIN, I/O)

;



F 2-1 E



F

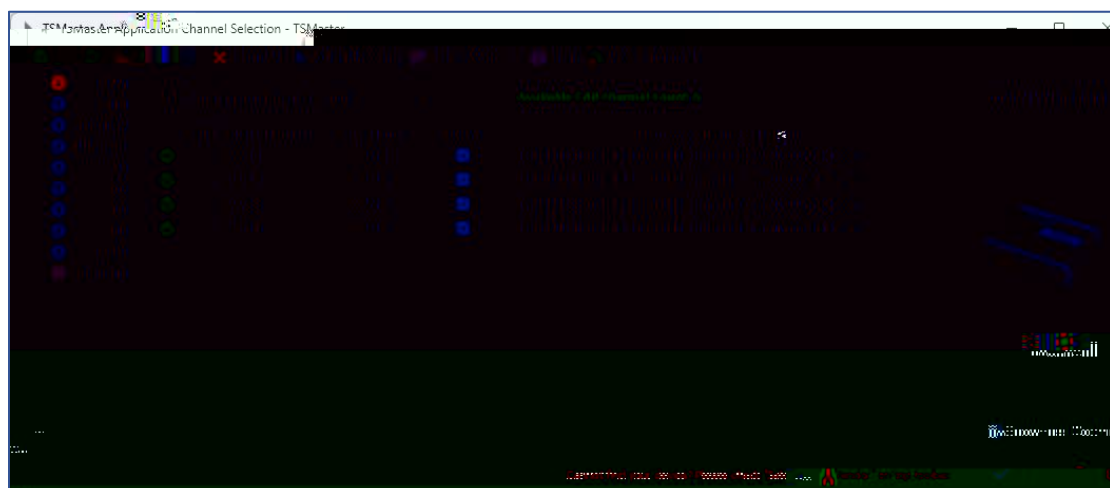
M

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1. C C J45 E .

2. I M , H → C C . C
CAN LIN .

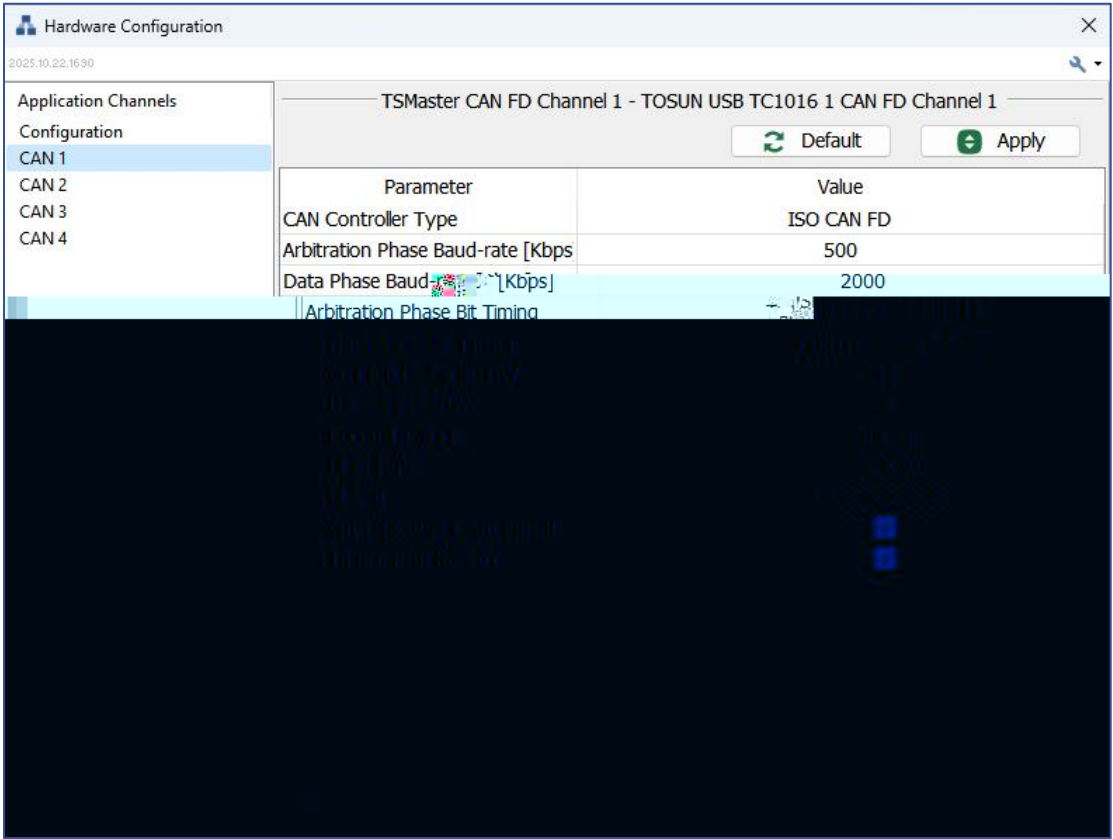


F 2-2 C

3. N H → N H H C

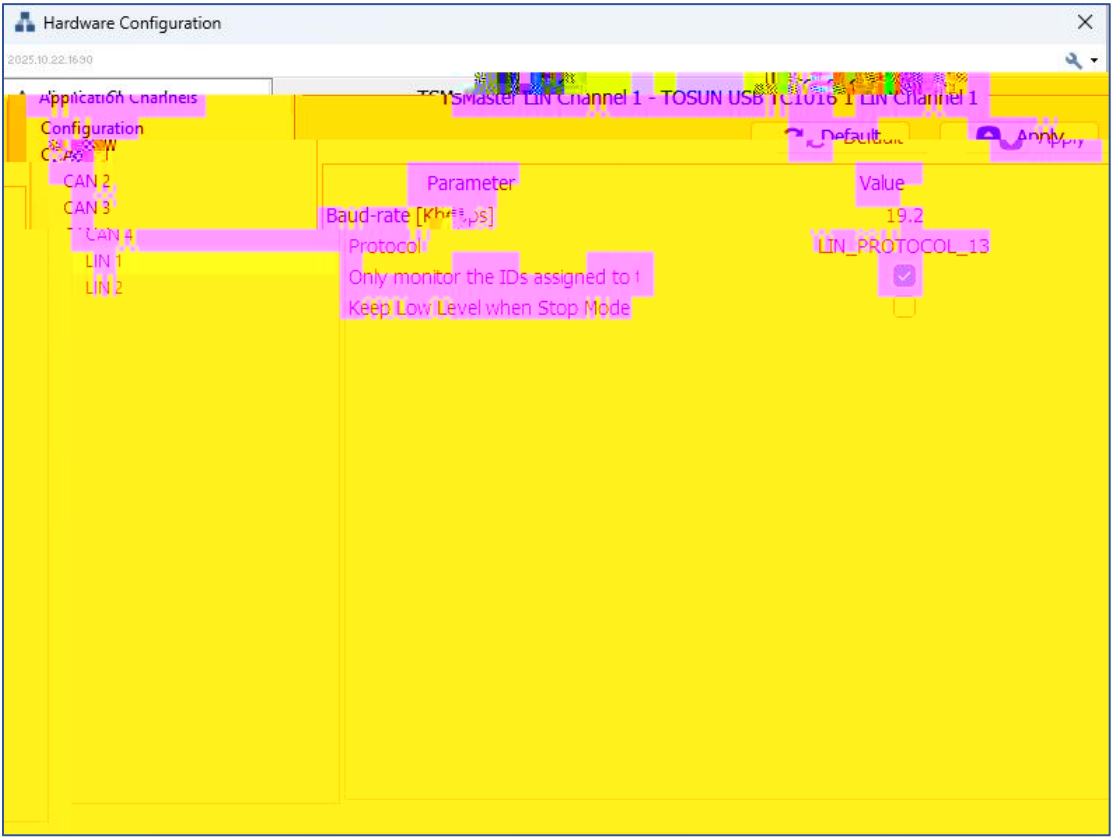
， CAN LIN .

CAN :



F 2-3 C C (CAN)

LIN :



F 2-4 C C (LIN)

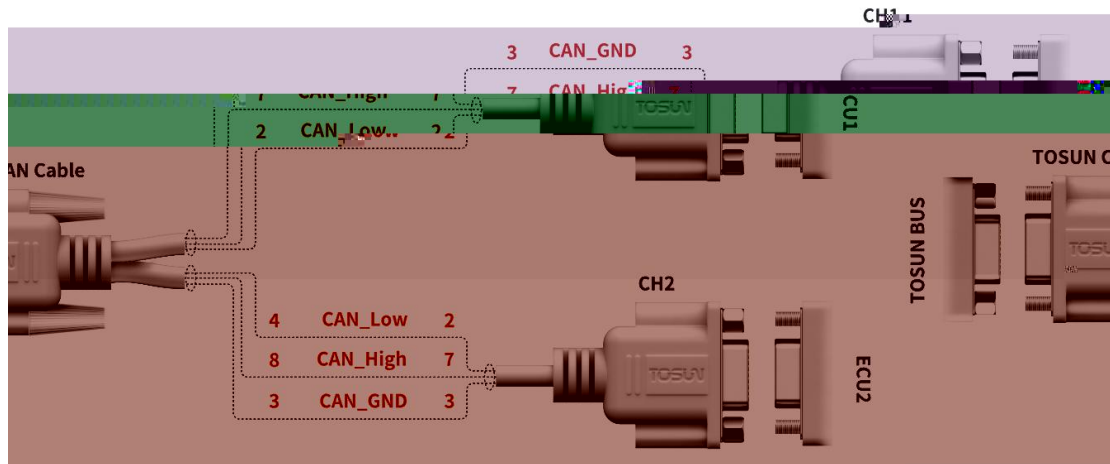
4. C A → .

DB9 F D M C (CAN)

D- 9- .

DB9 F D M C

(CAN) :



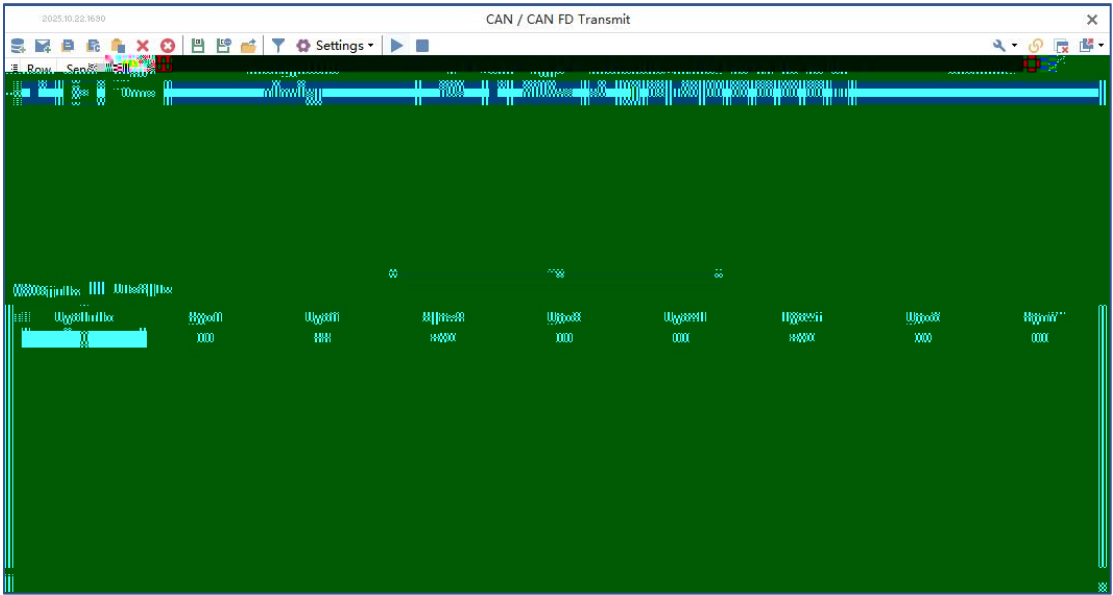
F 2-5 DB9 F -D M C (CAN)

i A - , 1002 CAN LIN
CAN LIN .

A ,
CAN/CAN FD M M - . M
CAN/CAN FD M I .

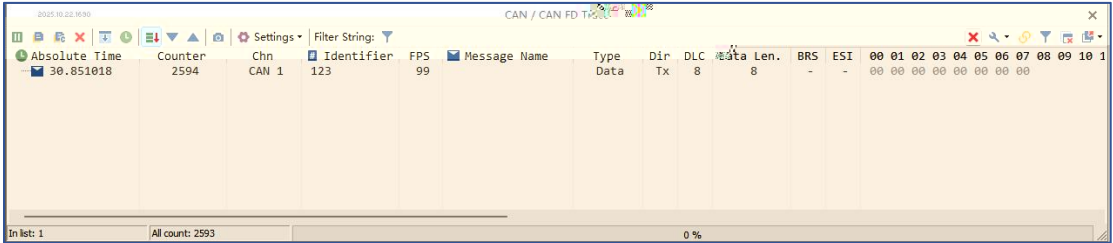


1. A , A D A M
A CAN/CAN FD CAN/CAN FD
.A , .



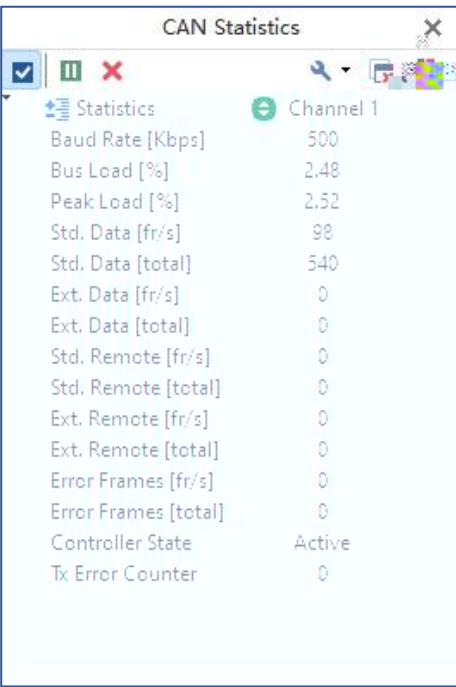
F 2-6 A CAN M

2. M A D A M A
A CAN/CAN FD M I .



F 2-7 CAN M I

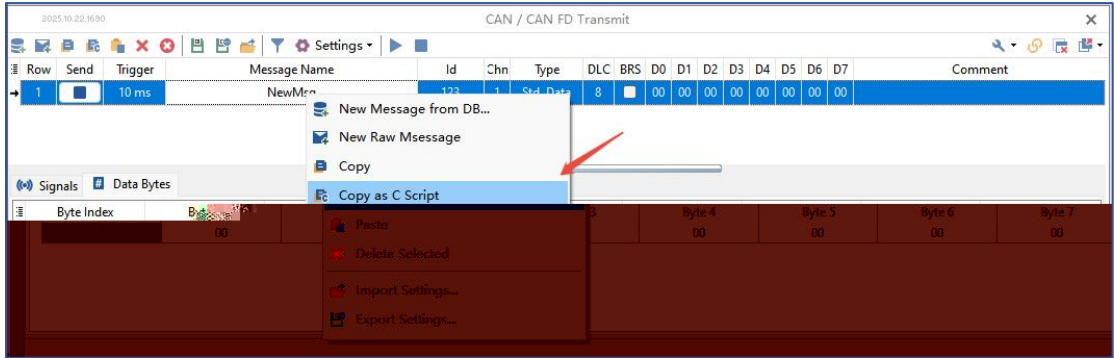
3. B A D A CAN
().



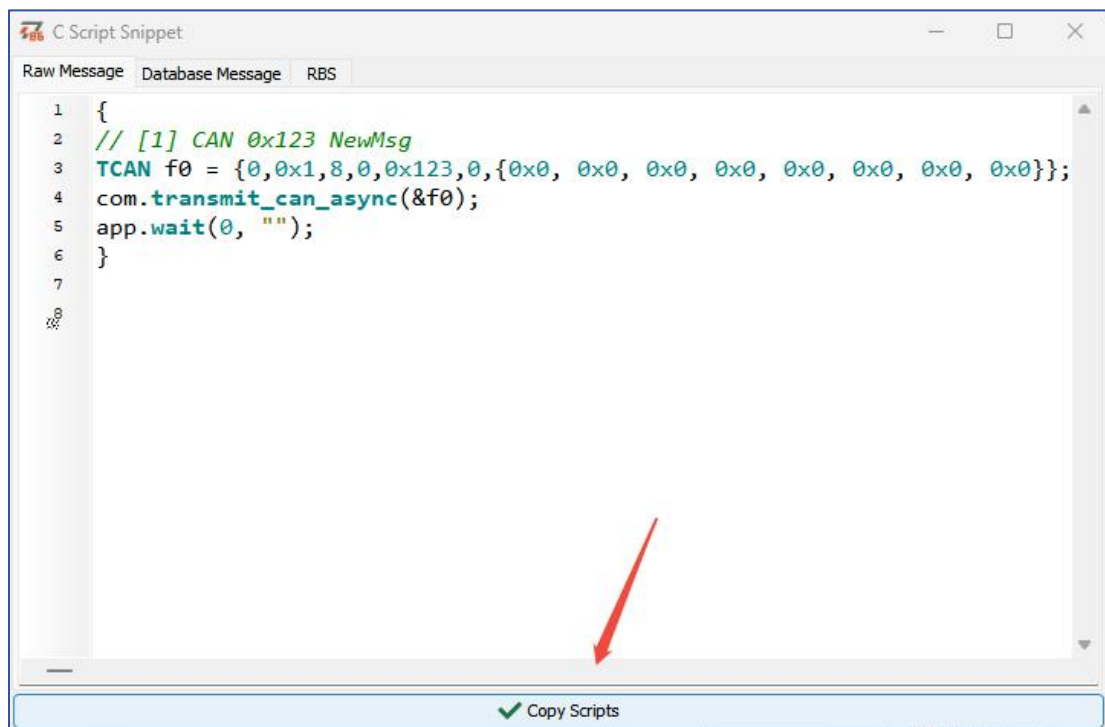
F 2-8 CAN



1. I CAN/CAN FD , - C C
. C .

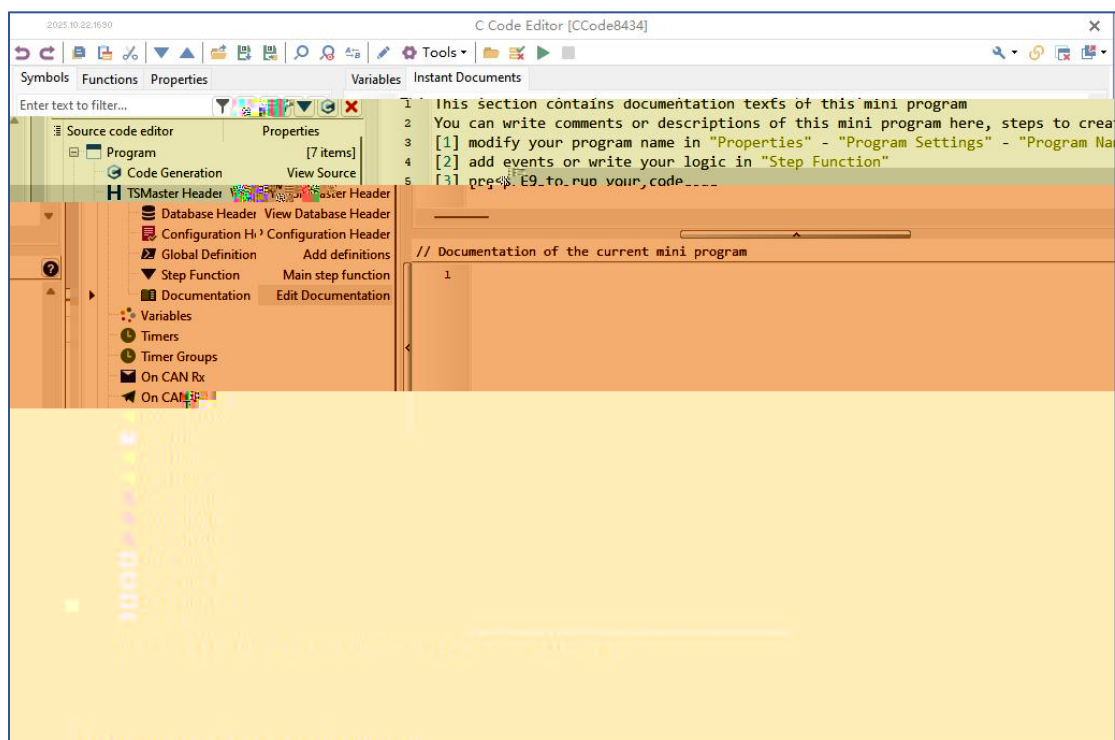


F 2-9 A C C



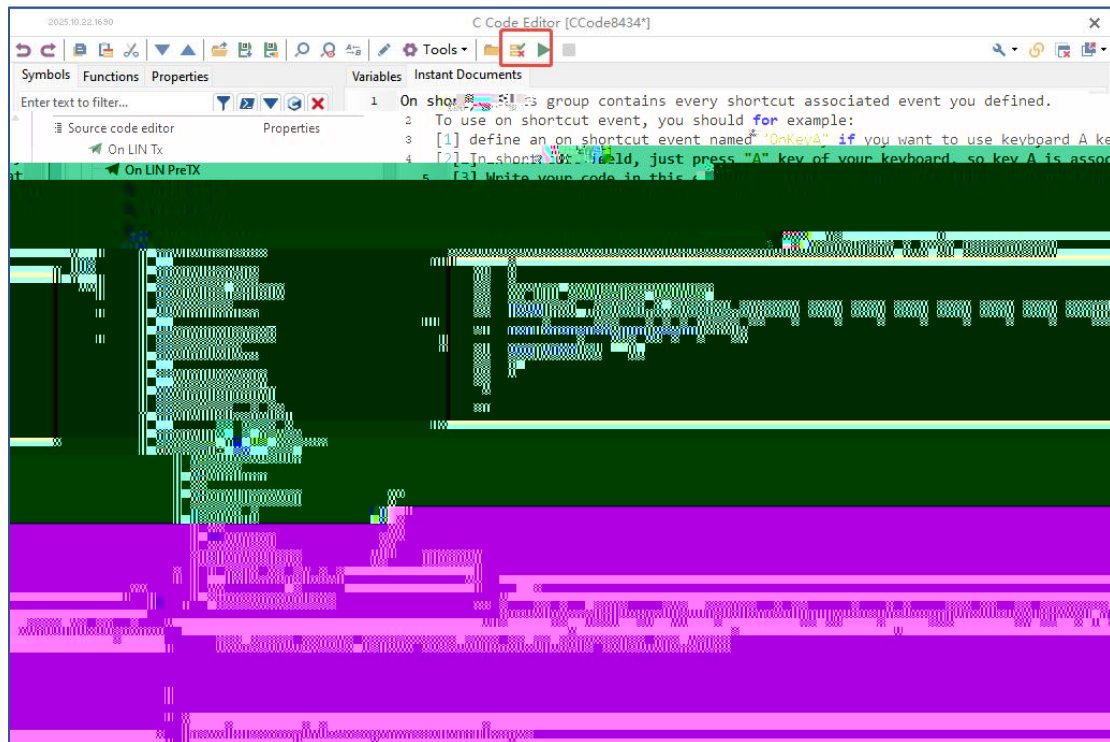
F 2-10 C C C

2. I - , D → M - → A CM - E
C .



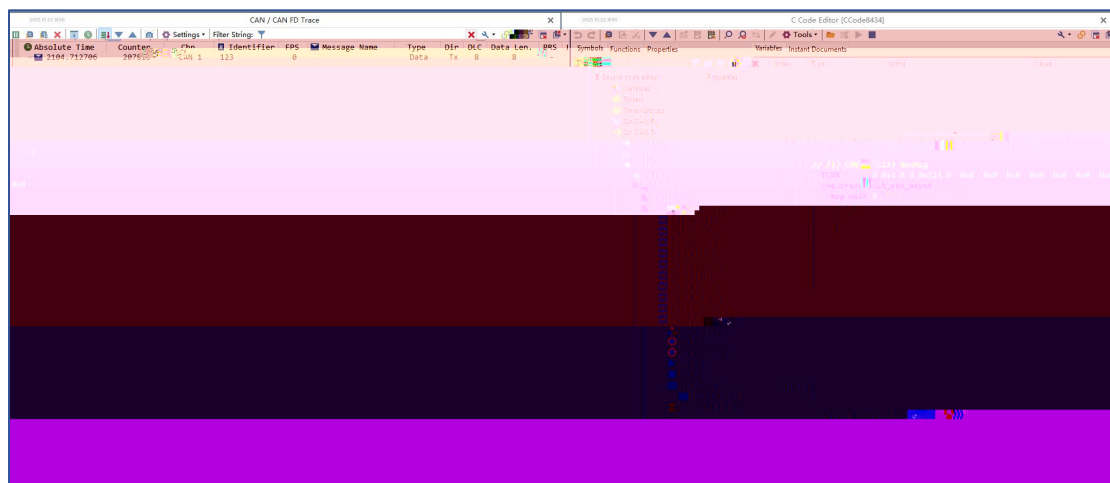
F 2-11 A CM - E

3. I CC E , (. ., K A),
 , C .



F 2-12 B C M - (CAN)

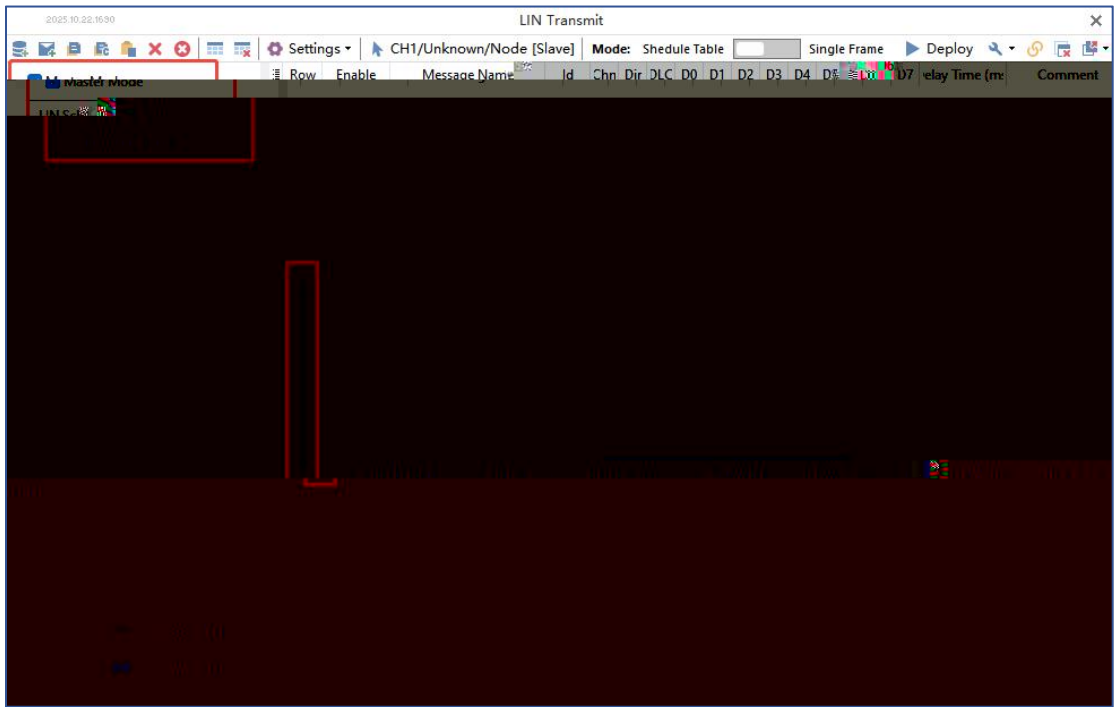
4. E K A , CAN .



F 2-13 CAN M C M -

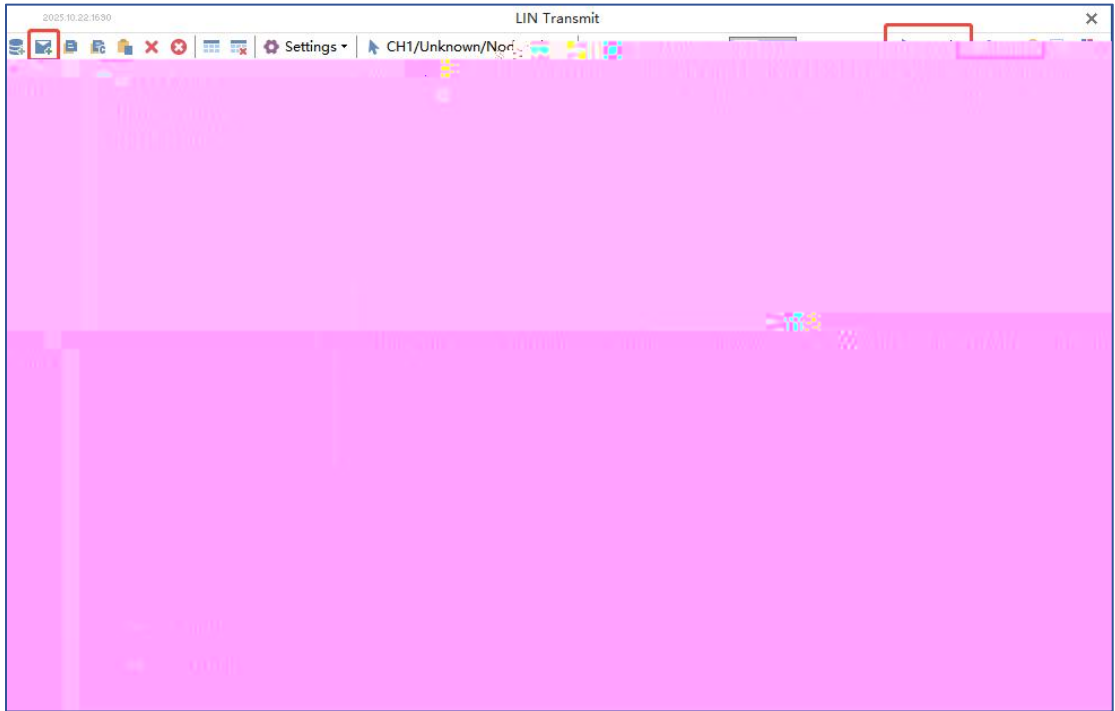


1. C A → D A → M → A LIN
DIN L !



F 2-15 C LIN M / M

3. A LIN (), D .



F 2-16 A LIN M



N

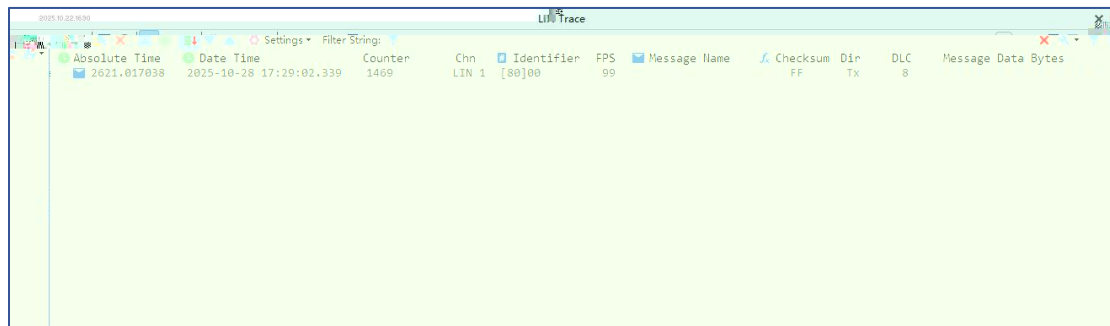
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I

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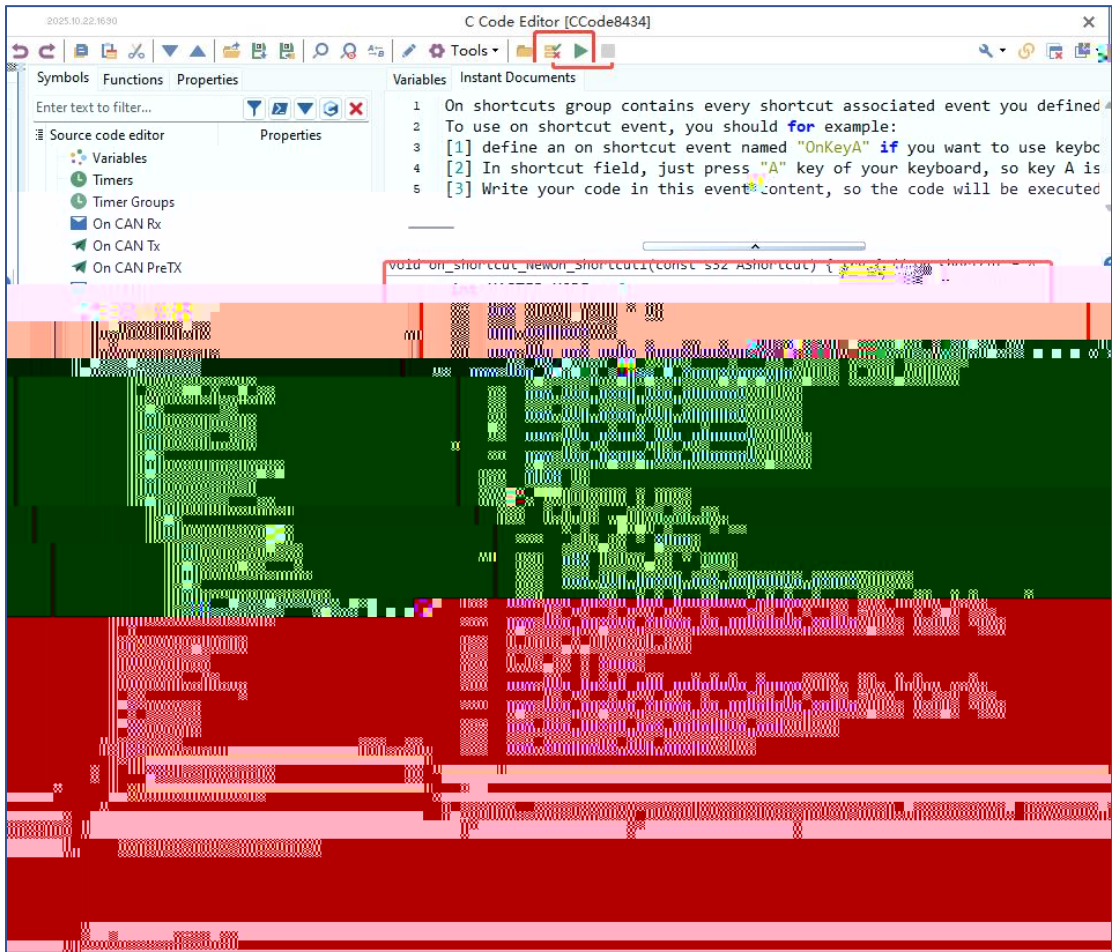
4. C A D A M I A LIN M I
LIN .



F 2-17 LIN M I

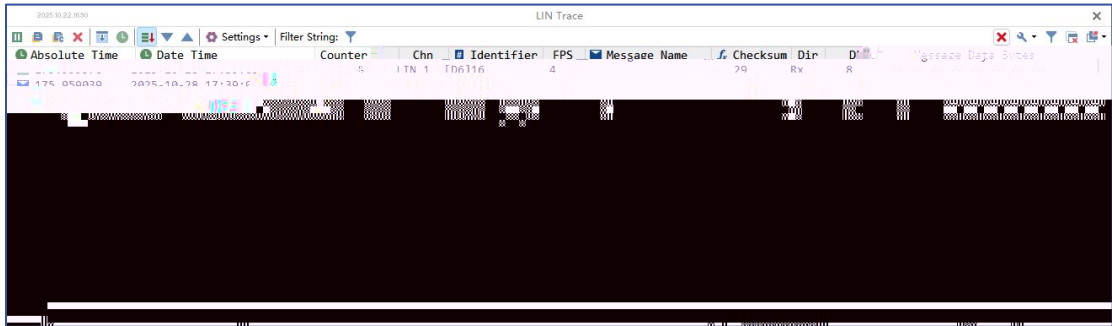


1. I C C E , (. ., K A)
C .



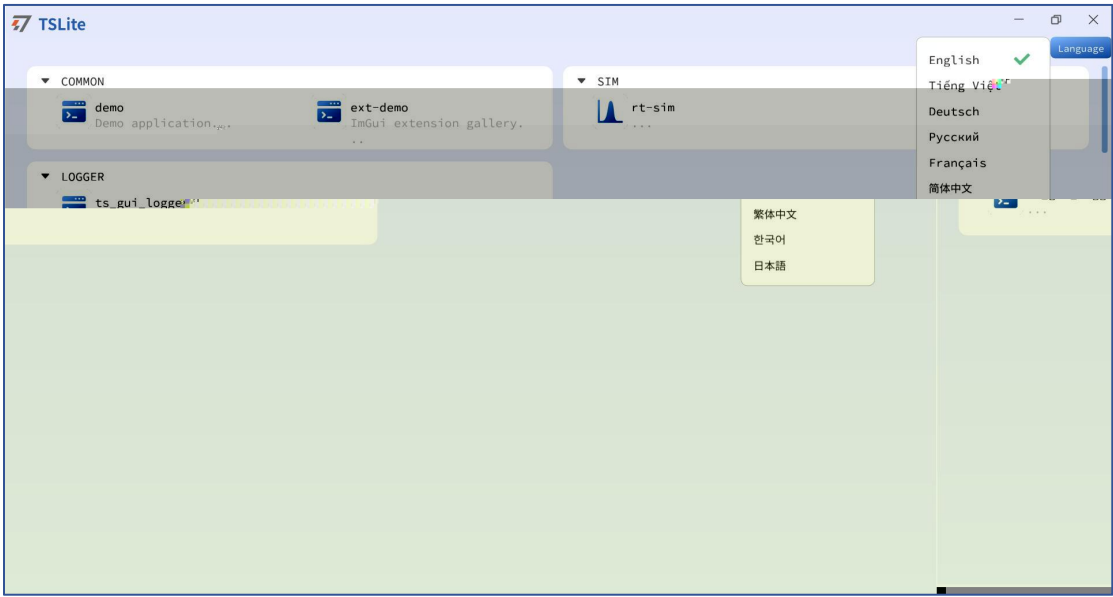
F 2-18 B C M - (LIN)

2. K A , LIN



F 2-19 LIN M C M -

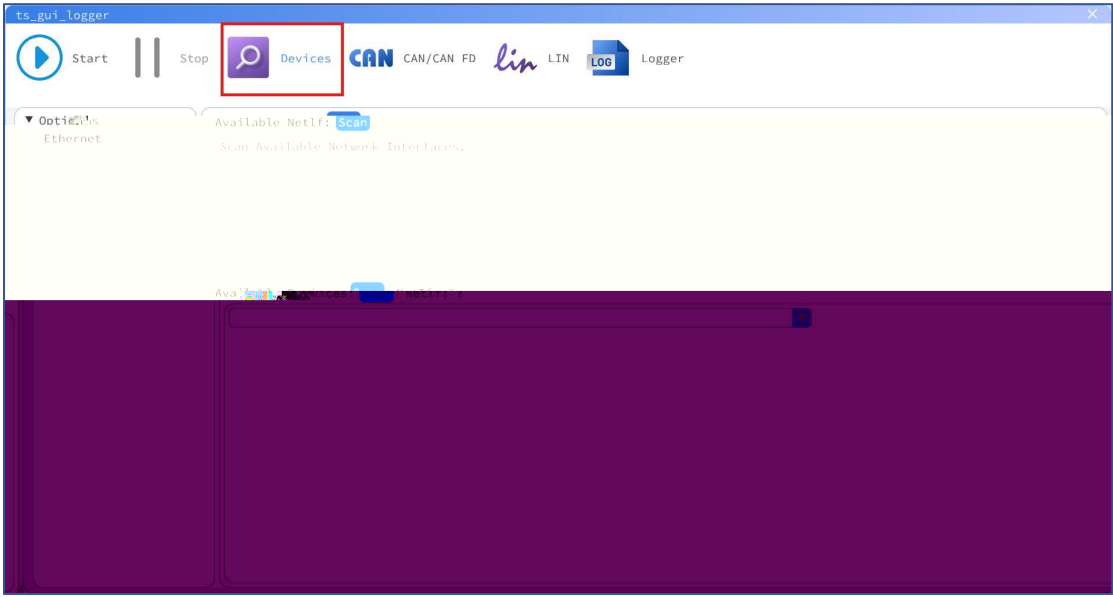
O N M



F 2-21 L

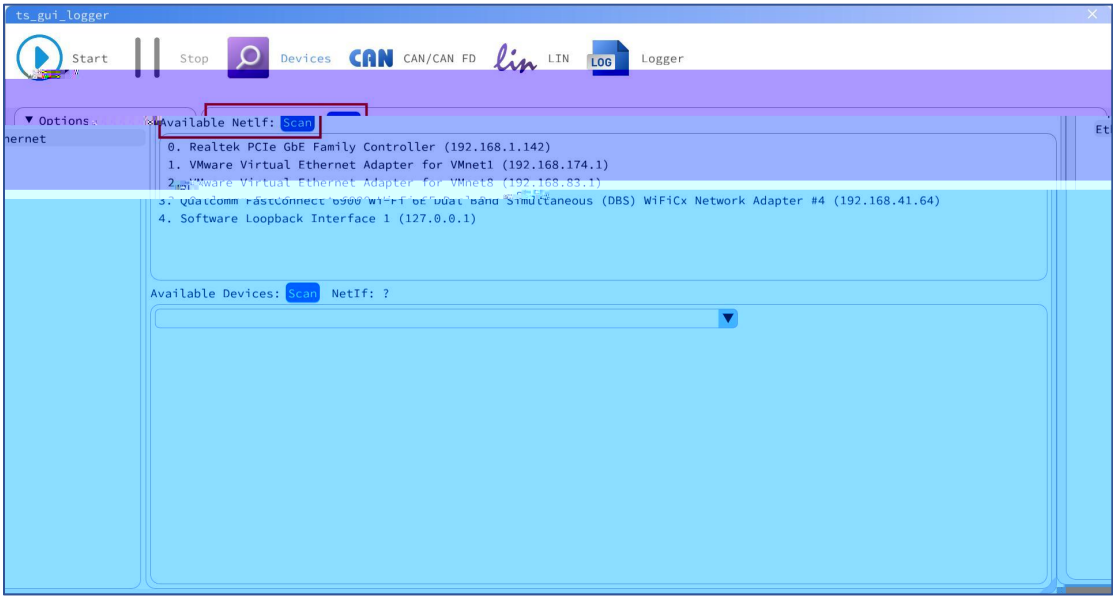
 N :D , NIC I
I .

1. C D . C ,
E . ,



F 2-22 D M

2. : C
C.



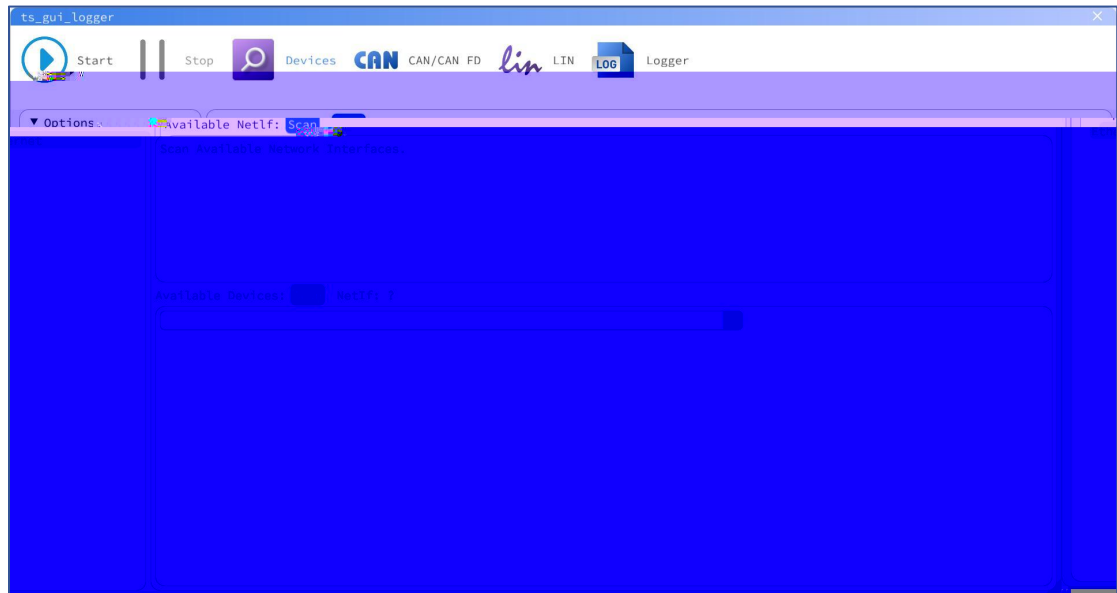
F 2-23 N I

3. : C

3. : C

F 2-25 O D

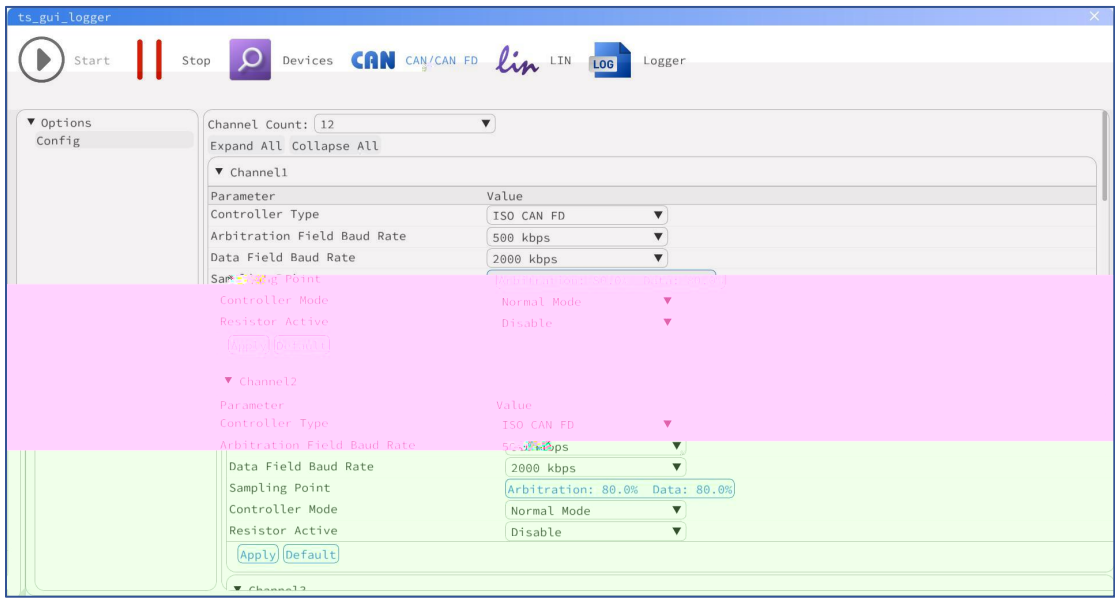
5. C :C .
, (),
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F 2-26 C D

C CAN/CAN FD

- .
.
. C A
. C D
.



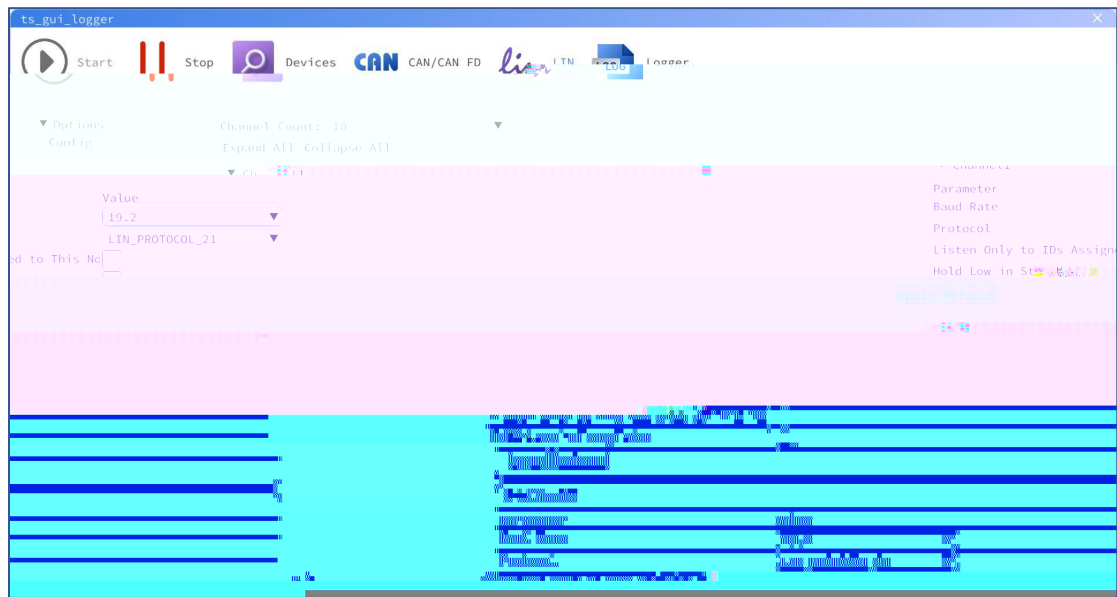
F 2-27 CAN C C

C LIN

. C A

. C D

LIN

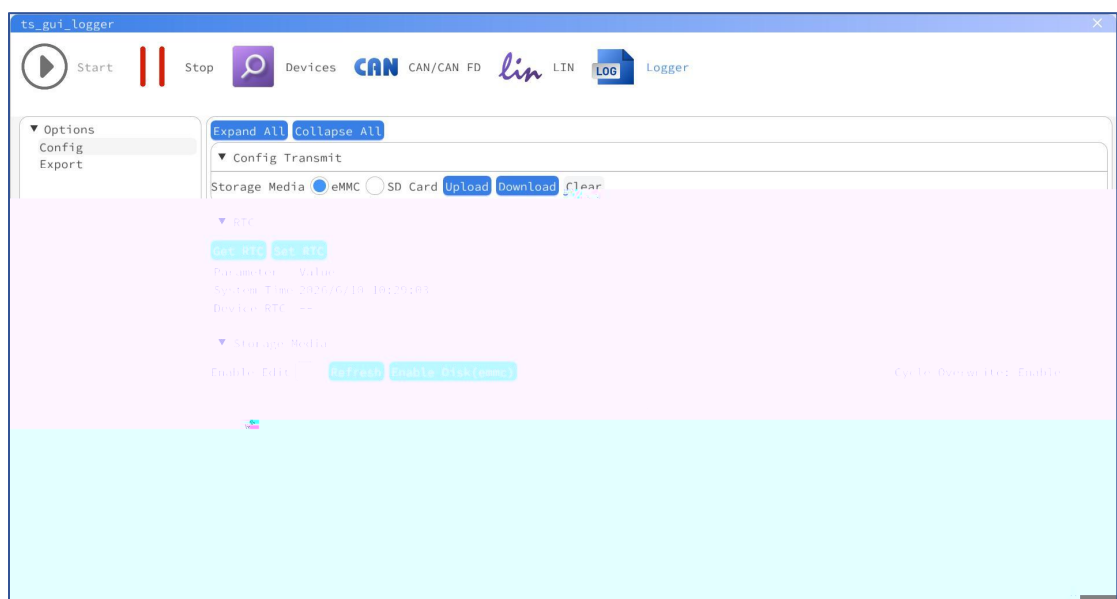


F 2-28 LIN C C

1. C L C .C

:

- C :
- C: -
- M :



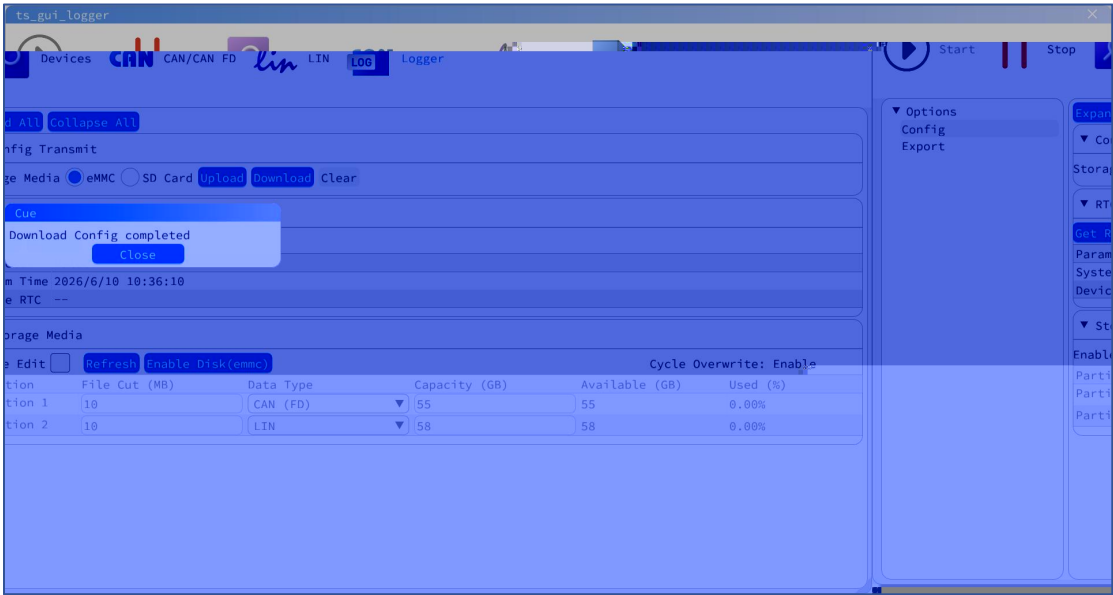
F 2-29 L C

2. C

D :C D CAN/LIN
L .

A , CAN/LIN
L .

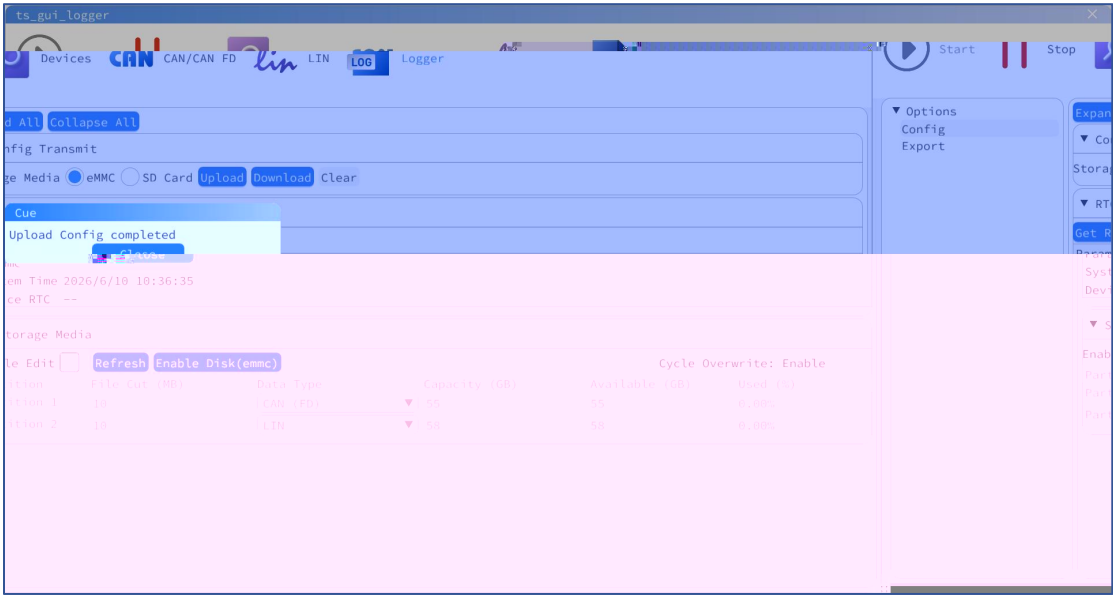
,
E D (MMC) .



F 2-30 C D

:C CAN/LIN
. (L
)

C CAN/LIN

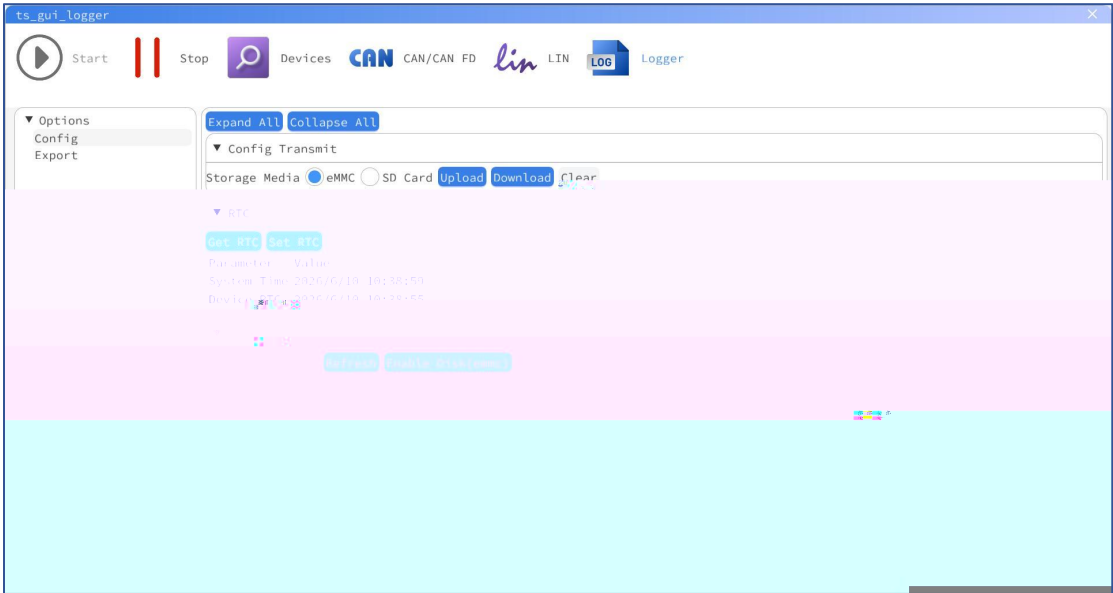


F 2-31 C

C :C C .

3. C(- C)

G C:C G C C

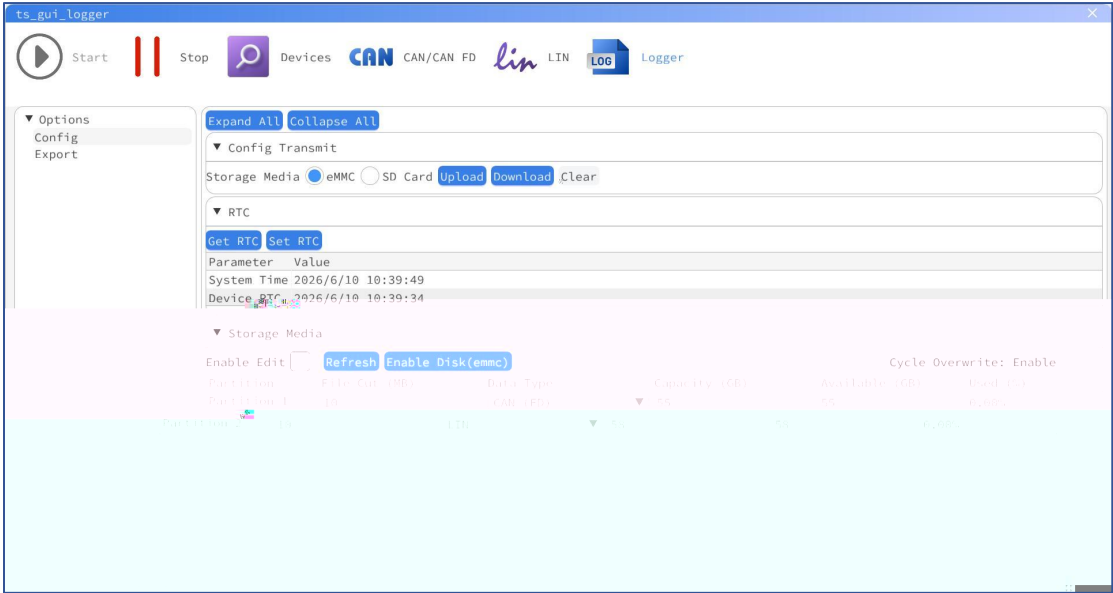


F 2-32 C

C: C C C .

:021-59560506 E- : @ . 34

4. M
- E D (MMC): MMC
- . (I , MMC
- .)
- :
- :
- (1 8)
 - F (: MB, : 10 1024 MB. , .)
 - (: , CAN(FD), LIN)
 -
 -
 -



F 2-33 M

E E :A E E ,

, , , .A

, A .

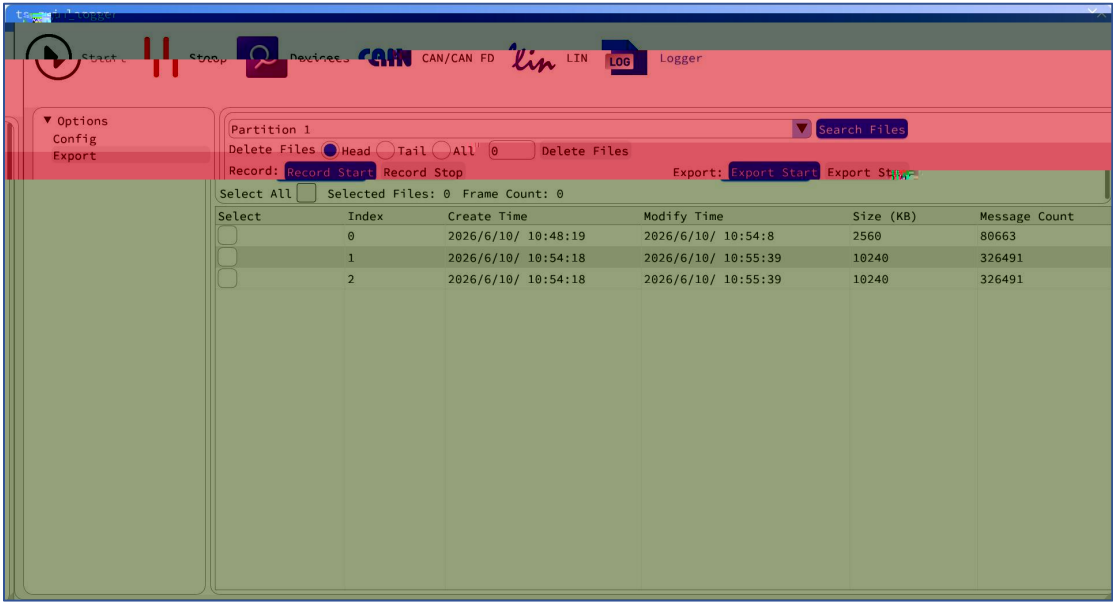
.

N ::I

128 MB 128 N.O D ,

.A ,

MMC



F 2-35 E I

6. : -
.C , 1 .C
-
: D ,
D E , D A .



D	C N (N)
D E	C N (N)
D A	C

7. E C

/ :C
:

■ ;

■ C

E / :I , ,

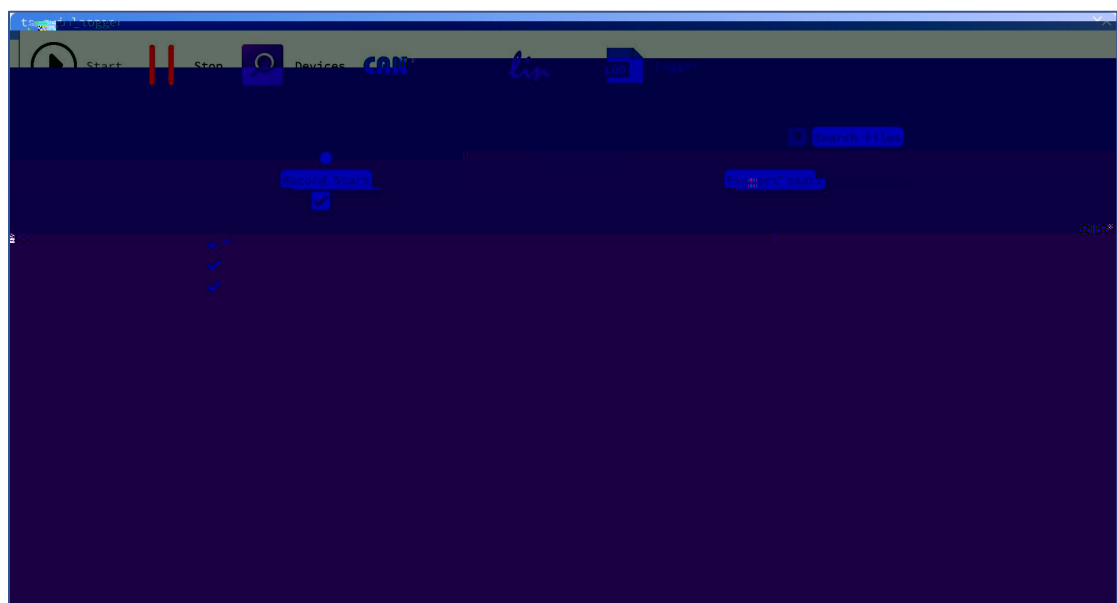
E , ,

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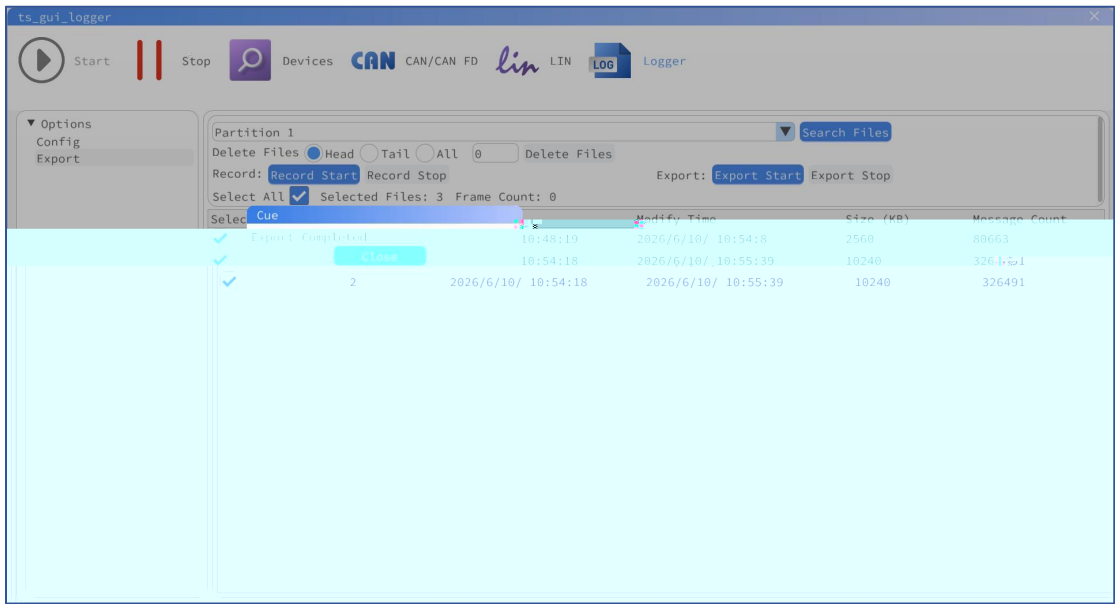
N :B , .

.I ,

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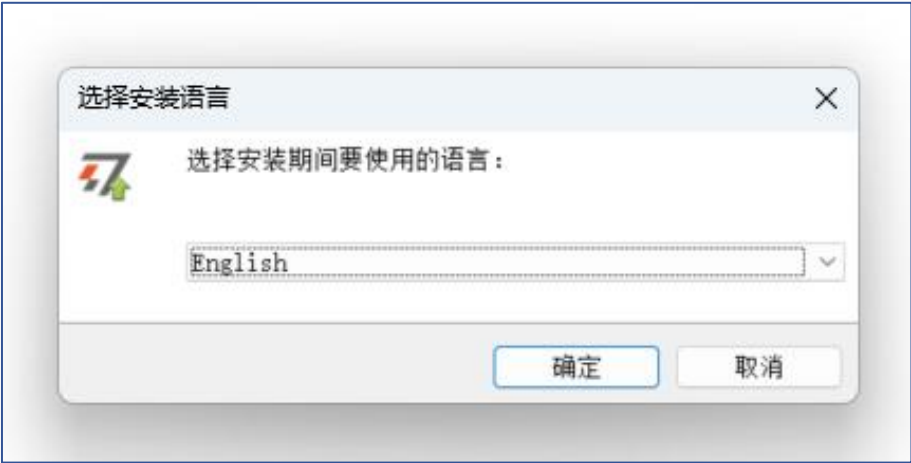
F 2-36 / F



F 2-37 F E

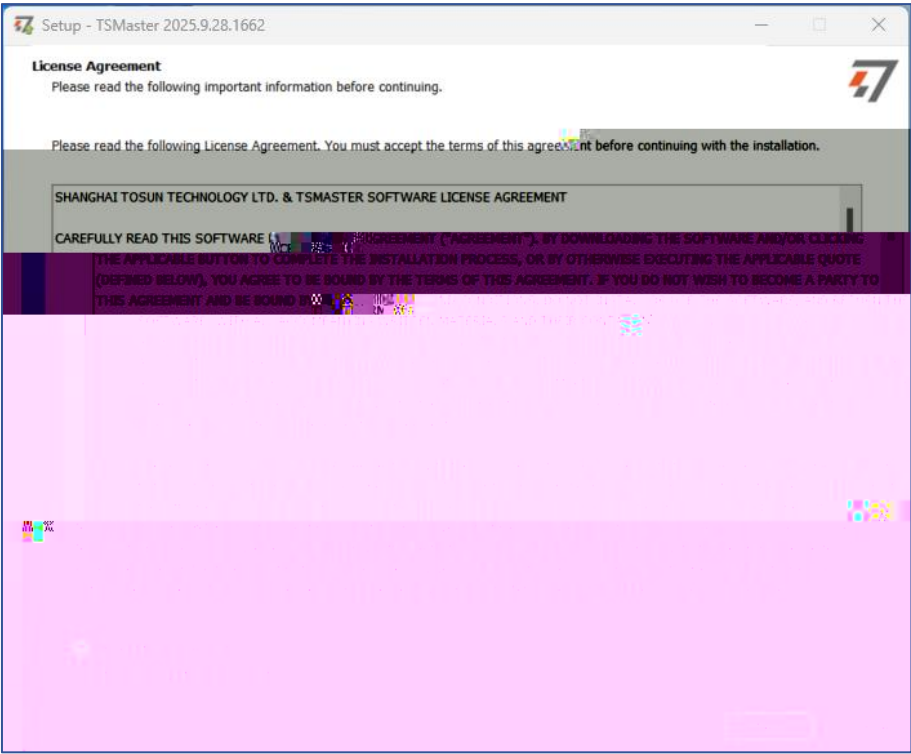
L

ts_gui_lite.exe, :



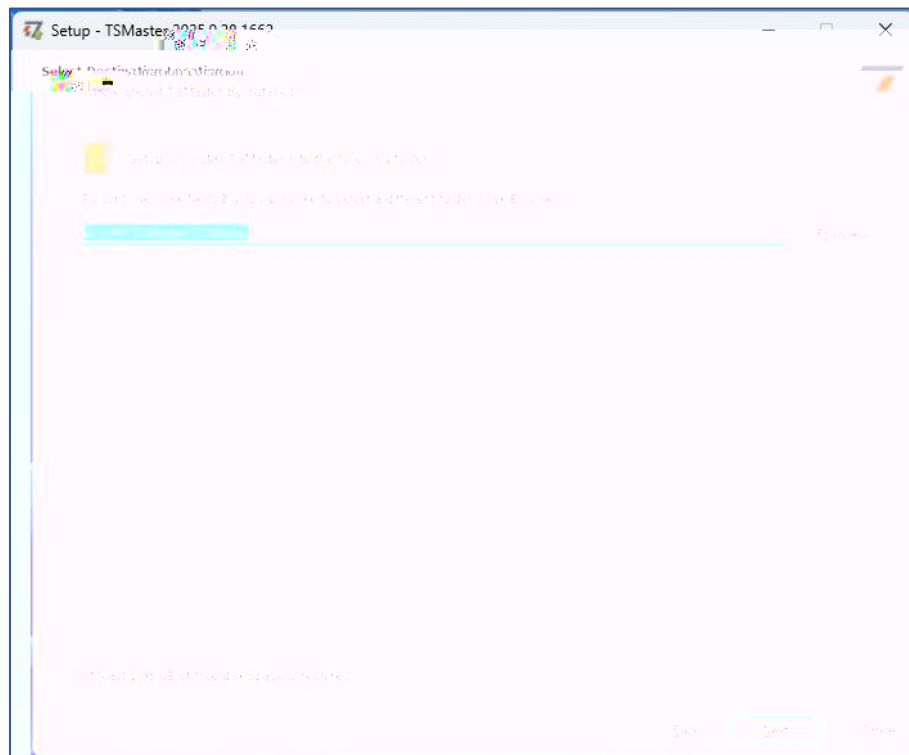
F 3-2 M I

2. A N .



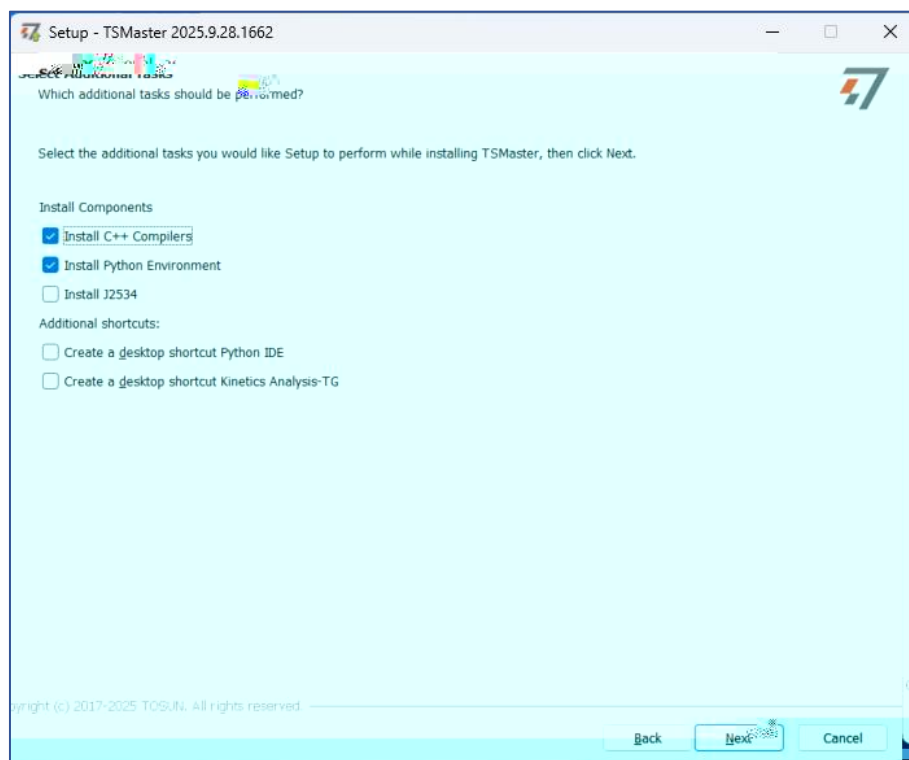
F 3-3 M I

3. C N “.



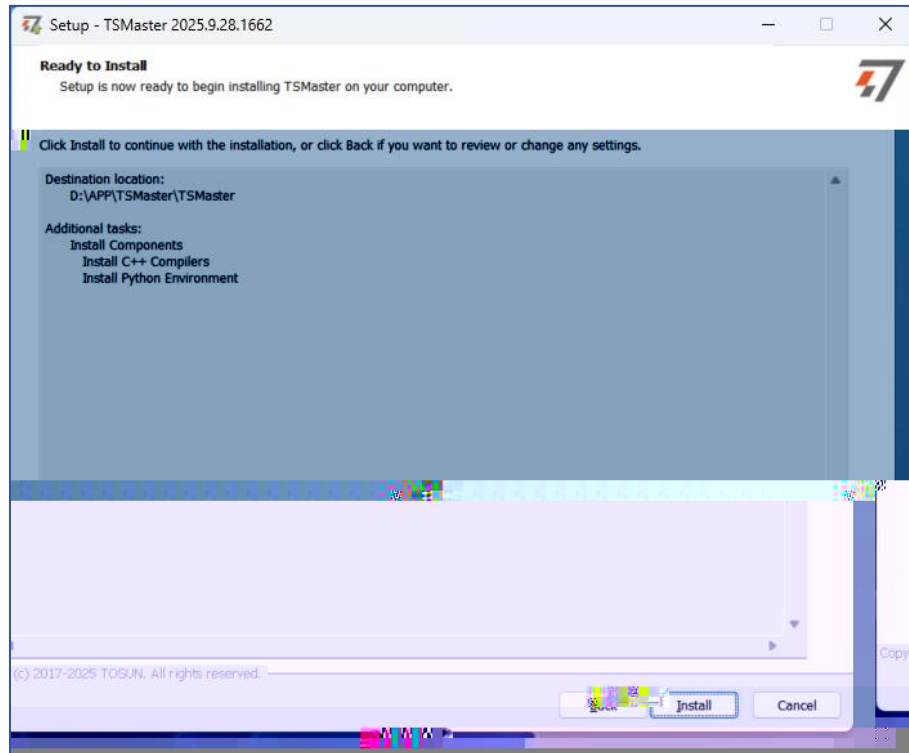
F 3-4 M I

4. N .

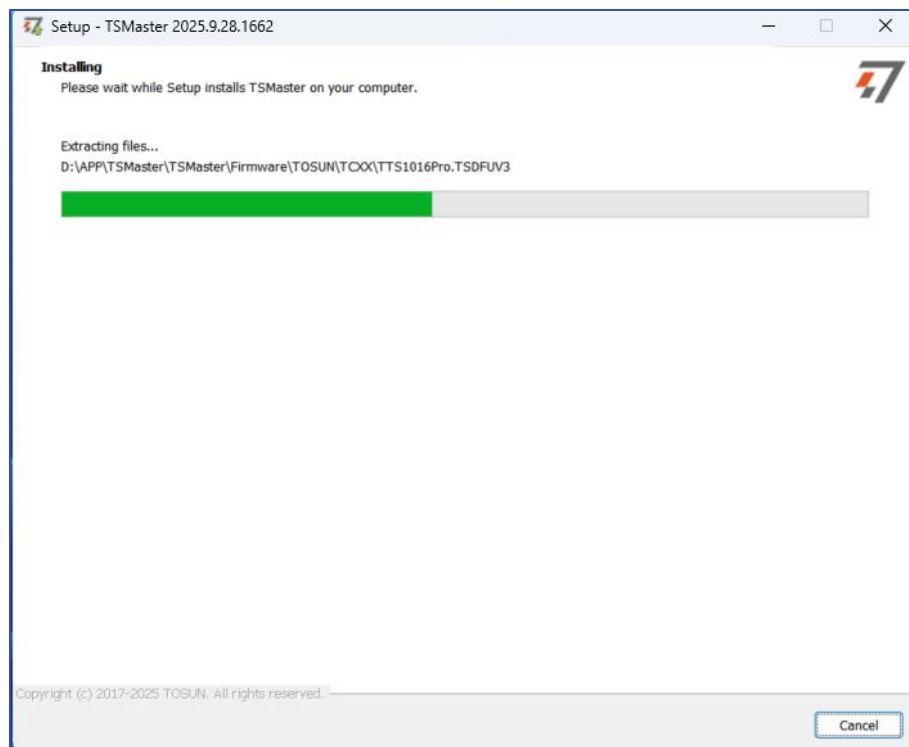


F 3-5 M I

5. C I .



F 3-6 M I



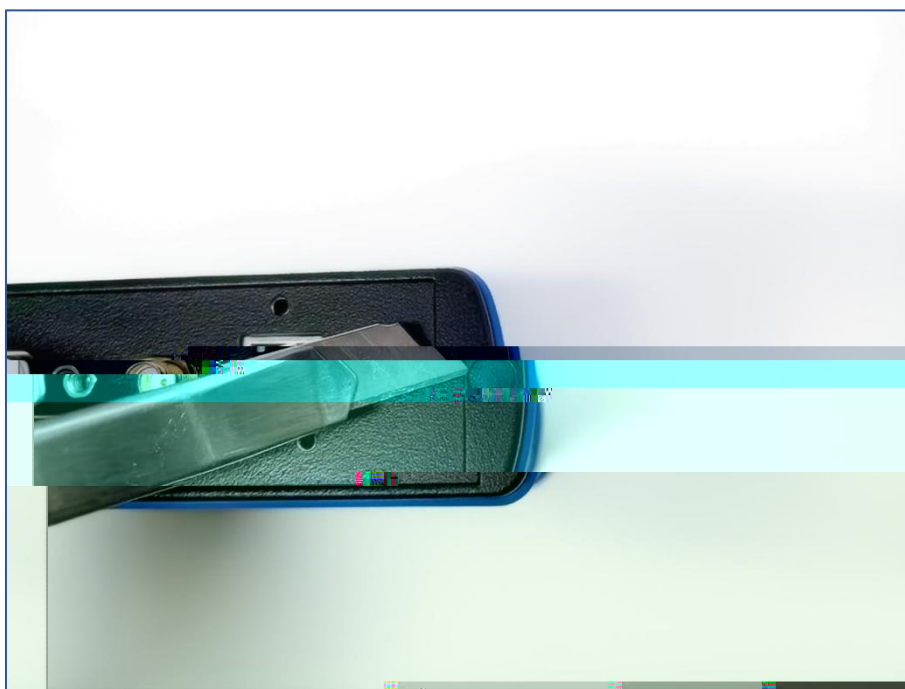
F 3-7 M I

6. C F .



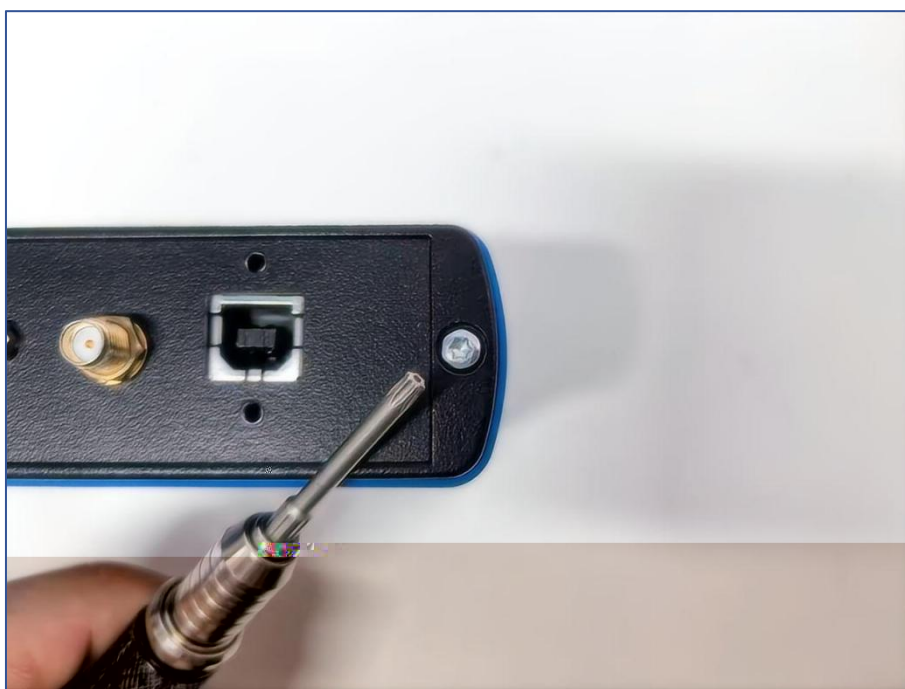
F 3-8 M I

● , .



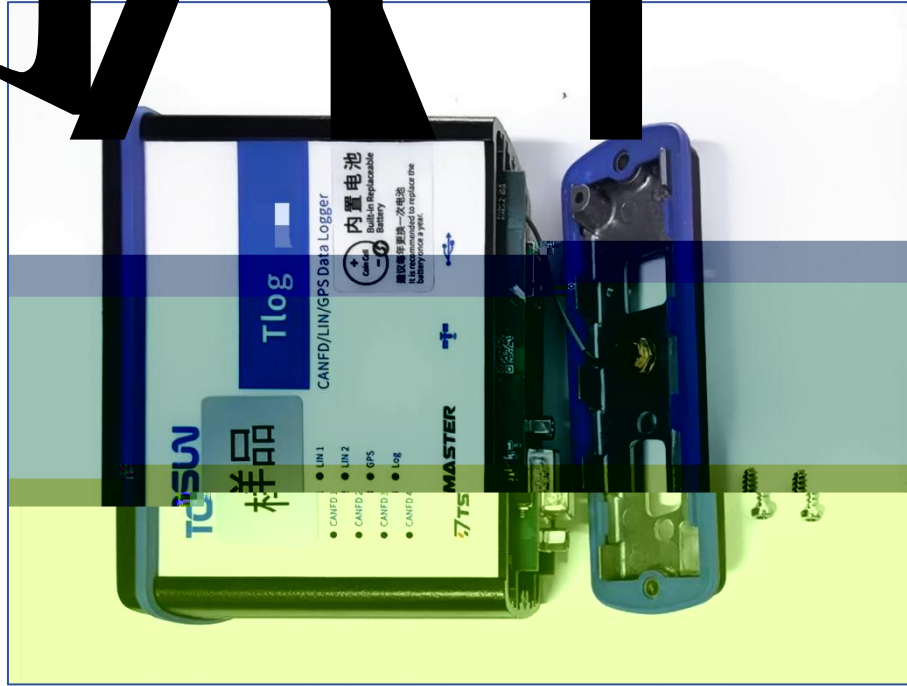
F 3-9 1

- 10 , .



F 3-10 2

- , .



F 3-11 3

- A , .



F 3-13 5

1002 ,
.H ,
 ,
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 I 6 12 .I
 ,
 .
 .I , O N
 L .



	C	+12 DC	;
A C	C ()	-40 +80	
	C ()	10% 90% H	



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C	C , , ,	N	C
	C , ,	N	C
H G	C	N	



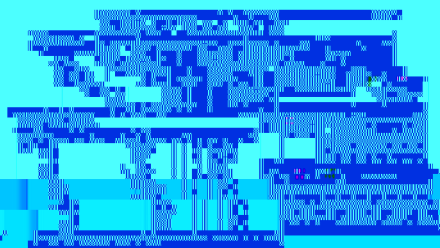
M	C		I
E E	C	N	I



	C	A	
	C	N	

Software

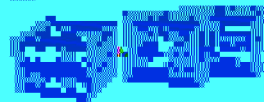
1. 2019.01.01 - 2019.01.02
 2. 2019.01.03 - 2019.01.04
 3. 2019.01.05 - 2019.01.06



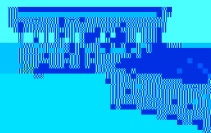
Abstract—The purpose of this study was to determine the effect of a 12-week training program on the heart rate (HR) and energy expenditure (EE) of sedentary, middle-aged women. The subjects were 12 sedentary women, 30 to 45 years of age, who were randomly selected from a telephone directory. The subjects were divided into two groups: a control group and an exercise group. The control group was instructed to maintain their current level of activity, while the exercise group was instructed to perform a 12-week training program. The training program consisted of three sessions per week, each lasting 30 minutes. The sessions were performed on a stationary bike at a heart rate of 150 beats per minute. The HR and EE were measured at the beginning and end of the training program. The results showed that the exercise group had a significant increase in HR and EE compared to the control group. The HR increased from 140 to 150 beats per minute, and the EE increased from 1,200 to 1,400 kcal per day. The control group showed no significant change in HR or EE. The results of this study suggest that a 12-week training program can improve the HR and EE of sedentary, middle-aged women.

Hardware

Microbial biomass production (C_{org})
 Microbial C_{org} turnover



- **Wiederholungsfragen**
- **Wiederholungsfragen**
- **Wiederholungsfragen**
- **Wiederholungsfragen**

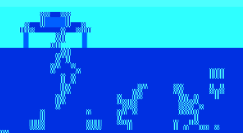
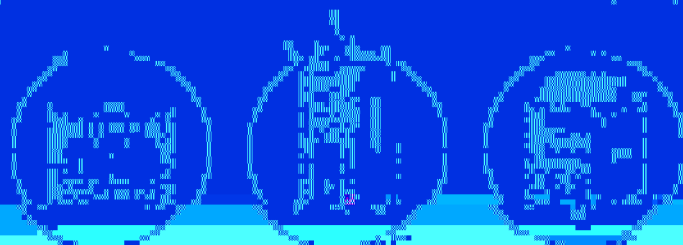


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About the Author

With both a qualitative and a quantitative methodology, the researchers collected data from 100 participants, including 50 teachers and 50 students. The researchers found that the teachers' perceptions of the students' social skills were significantly higher than the students' self-perceptions. The researchers also found that the teachers' perceptions of the students' social skills were significantly higher than the students' self-perceptions. The researchers also found that the teachers' perceptions of the students' social skills were significantly higher than the students' self-perceptions.



(*) $\text{Hom}(M, N) = \{ f : M \rightarrow N \mid f \text{ is linear} \}$

