

BIG IDEAS

Social, ethical, and sustainability considerations impact design and decision making.

Ethical marketing contributes to a healthier global marketplace.

Different technologies and tools are required at different stages of creation and communication.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Applied Design <i>Understanding context</i></p> <ul style="list-style-type: none"> Engage in a period of research and empathetic observation <p><i>Defining</i></p> <ul style="list-style-type: none"> Identify potential users for a chosen entrepreneurship and/or design opportunity Identify criteria for success, intended impact, and any constraints <p><i>Ideating</i></p> <ul style="list-style-type: none"> Take creative risks in generating ideas and add to others' ideas in ways that enhance them Screen ideas against criteria and constraints Critically analyze and prioritize competing factors to meet community needs for preferred futures Maintain an open mind about potentially viable ideas <p><i>Prototyping</i></p> <ul style="list-style-type: none"> Identify and use sources of inspiration and information Choose a form and develop a plan that includes key stages and resources Evaluate a variety of materials for effective use and potential for reuse, recycling, and biodegradability Make changes to tools, materials, and procedures as needed Record iterations of prototyping 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> entrepreneurship opportunities characteristics of entrepreneurs creative ways to add value to an existing idea or product ethics of cultural appropriation differences between invention and innovation barriers that diverse groups of entrepreneurs face and factors that can contribute to their success life cycle of a product from invention/innovation to the marketplace ethical marketing strategies forms of marketing online marketing concepts customer needs, wants, and demands

Learning Standards (continued)

Curricular Competencies	Content
<p>Testing</p> <ul style="list-style-type: none"> • Identify sources of feedback • Evaluate choices and decisions • Recreate or abandon the idea <p>Making</p> <ul style="list-style-type: none"> • Identify and use appropriate tools, technologies, materials, and processes for production • Make a step-by-step plan for production and carry it out, making changes as needed • Use materials in ways that minimize waste <p>Sharing</p> <ul style="list-style-type: none"> • Decide on how and with whom to share product and processes • Demonstrate product providing a rationale for the selected solution, modifications, and procedures • Use appropriate terminology • Critically evaluate the success of the product, and explain how it makes a contribution to people and/or the environment • Critically reflect on their design thinking and processes • Assess their ability to work effectively both as individuals and collaboratively in a group, including ability to share and maintain an efficient co-operative workspace • Identify new goals that result from feedback <p>Applied Skills</p> <ul style="list-style-type: none"> • Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments • Identify the skills needed in relation to specific projects, and develop and refine them 	

Learning Standards (continued)

Curricular Competencies	Content
<p>Applied Technologies</p> <ul style="list-style-type: none"> • Choose, adapt, and if necessary learn more about appropriate tools and technologies to use for tasks • Evaluate impacts, including unintended negative consequences, of choices made about technology use • Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies 	