

## BIG IDEAS

Personal design choices require self-exploration and refinement of skills.

Social, ethical, and sustainability considerations impact design choices.

Tools and technology have an impact on people's lives.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Applied Design</b></p> <p><i>Understanding context</i></p> <ul style="list-style-type: none"> <li>Engage in a period of <b>research</b> and <b>empathetic observation</b></li> <li>Engage in <b>reciprocal relationships</b> throughout the design process</li> </ul> <p><i>Defining</i></p> <ul style="list-style-type: none"> <li>Identify potential users and relevant contextual factors for a chosen design opportunity</li> <li>Identify criteria for success, intended impact, and any <b>constraints</b></li> <li>Identify potential user, intended impact, and possible unintended negative consequences</li> </ul> <p><i>Ideating</i></p> <ul style="list-style-type: none"> <li>Take creative risks in generating ideas and add to others' ideas in ways that enhance them</li> <li>Screen ideas against criteria and constraints</li> <li>Critically analyze and prioritize competing <b>factors</b> to meet community needs for preferred futures</li> <li>Recognize community needs for <b>balanced futures</b></li> <li>Maintain an open mind about potentially viable ideas</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>design opportunities</li> <li><b>media technologies</b></li> <li>techniques for organizing ideas to structure stories or information and to create points of view in images</li> <li>media production skills, including             <ul style="list-style-type: none"> <li><b>pre-production</b></li> <li><b>production</b></li> <li><b>post-production</b></li> </ul> </li> <li><b>standards-compliant</b> technology</li> <li><b>ethical, moral, and legal considerations</b>, and ethics of <b>cultural appropriation</b></li> <li>technical and symbolic elements that can be used to create representations influenced by points of view, story, genre, and values</li> <li>specific features and purposes of media artworks, past and present, to explore multiple viewpoints and to explore the perspectives of First Peoples</li> <li>influences of digital and non-digital media in documentation, communication, reporting, and self-expression</li> <li><b>digital citizenship, etiquette, and literacy</b></li> <li>history of design: local, indigenous, regional, and global</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Prototyping</b></p> <ul style="list-style-type: none"> <li>• Identify and apply <b>sources of inspiration</b> and information</li> <li>• Choose a form for prototyping and develop a <b>plan</b> that includes key stages and resources</li> <li>• Evaluate a variety of materials for effective use and potential for reuse, recycling, and biodegradability</li> <li>• Prototype, making changes to tools, materials, and procedures as needed</li> <li>• Record <b>iterations</b> of prototyping</li> </ul> <p><b>Testing</b></p> <ul style="list-style-type: none"> <li>• Identify and communicate with <b>sources of feedback</b></li> <li>• Edit based on feedback from critiques</li> <li>• Iterate the prototype or abandon the design idea</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Identify and use appropriate tools, <b>technologies</b>, materials, and processes for production</li> <li>• Make a step-by-step plan for production and carry it out, making changes as needed</li> <li>• Use materials in ways that minimize waste</li> </ul> <p><b>Sharing</b></p> <ul style="list-style-type: none"> <li>• <b>Share</b> progress while creating design to enable ongoing feedback</li> <li>• Decide on how and with whom to share or promote design</li> <li>• Critically evaluate the success of the design, and explain how ideas contribute to the individual, family, community, and/or environment</li> <li>• Critically reflect on their design thinking and processes, and identify new design goals</li> <li>• Assess ability to work effectively both as individuals and collaboratively in a group, including ability to share and maintain an efficient collaborative work space</li> </ul>	

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments</li> <li>• Identify the skills needed in relation to specific projects, and develop and refine them</li> </ul> <p><b>Applied Technologies</b></p> <ul style="list-style-type: none"> <li>• Choose, adapt, and if necessary learn more about appropriate tools and technologies to use for tasks</li> <li>• Evaluate <b>impacts</b>, including unintended negative consequences, of choices made about technology use</li> <li>• Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies</li> </ul>	