

## BIG IDEAS

**Ethical marketing** contributes to a healthier global marketplace.

Business creates opportunities to enable change.

Different **technologies** and tools are required at different stages of the design process.

## 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>• Conduct <b>research</b> to understand design opportunities and barriers</li> </ul> <p><i>Defining</i></p> <ul style="list-style-type: none"> <li>• Establish a point of view for a chosen design opportunity</li> <li>• Identify potential users, intended impact, and possible unintended negative consequences</li> <li>• Make decisions about premises and <b>constraints</b> that define the design space</li> </ul> <p><i>Ideating</i></p> <ul style="list-style-type: none"> <li>• Identify gaps to explore as opportunities</li> <li>• Take creative risks to generate ideas and add to others' ideas to create a range of possibilities</li> <li>• Critically analyze how competing <b>social, ethical, and sustainability factors</b> impact designed solutions to meet global needs for preferred futures</li> <li>• Prioritize ideas for prototyping and <b>designing with users</b></li> </ul> <p><i>Prototyping</i></p> <ul style="list-style-type: none"> <li>• Identify, critique, and use a variety of <b>sources of inspiration</b> and <b>information</b></li> <li>• Choose an appropriate form and level of detail for prototyping</li> <li>• Plan procedures for prototyping multiple ideas</li> <li>• Analyze the <b>design for the life cycle</b></li> <li>• Construct prototypes, making changes to tools, materials, and procedures as needed</li> <li>• Record <b>iterations</b> of prototyping</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• entrepreneurship opportunities</li> <li>• creative ways to add value to an existing idea or product</li> <li>• the evolution and nature of e-commerce</li> <li>• local and global retail e-commerce environments</li> <li>• the <b>economics of e-commerce</b></li> <li>• <b>revenue models</b></li> <li>• development and evolution of the <b>digital retail environment</b></li> <li>• <b>cyber marketing</b> concepts and strategies</li> <li>• ethical marketing strategies</li> <li>• <b>distribution channels</b> for digital businesses</li> <li>• digitally procured goods and services</li> <li>• digital and cloud-based technologies</li> <li>• <b>interpersonal and presentation skills</b> to promote products or services and to interact with potential customers/clients</li> <li>• industry best practices</li> <li>• emerging career options and opportunities in the digital sector and for young entrepreneurs</li> <li>• ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Testing</b></p> <ul style="list-style-type: none"> <li>• Obtain and evaluate critical feedback from multiple <b>sources</b>, both initially and over time</li> <li>• Develop an <b>appropriate test</b> of the prototype</li> <li>• Based on feedback received and evaluated, make changes to product design or processes as needed</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 tools, technologies, materials, processes, and time needed for development and implementation</li> <li>• Use <b>project management processes</b> when working individually or collaboratively to create processes or products</li> <li>• <b>Share</b> progress to increase opportunities for feedback, collaboration, and, if applicable, marketing</li> </ul> <p><b>Sharing</b></p> <ul style="list-style-type: none"> <li>• Decide on how and with whom to share or promote their <b>product</b>, their creativity, and, if applicable, their <b>intellectual property</b></li> <li>• Critically reflect on their design thinking and processes, and identify new design goals, including how they or others might build on their concept</li> <li>• Critically evaluate their ability to work effectively, both individually and collaboratively</li> </ul> <p><b>Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Evaluate <b>safety issues</b> for themselves, co-workers, and users in both physical and digital environments</li> <li>• Identify and critically assess skills needed related to the project(s) or design interests, and develop specific plans to learn or refine skills over time</li> <li>• Evaluate and apply a <b>framework</b> for solving problems and making decisions</li> </ul> <p><b>Applied Technologies</b></p> <ul style="list-style-type: none"> <li>• Explore existing, new, and emerging tools, technologies, and systems and evaluate their suitability for design interests</li> <li>• Evaluate impacts, including unintended negative consequences, of choices made about technology use</li> <li>• Analyze the role and personal, interpersonal, social, and environmental impacts of technologies in societal change</li> <li>• Examine and analyze how cultural beliefs, values, and ethical positions affect the development and use of technologies on a national and global level</li> </ul>	